

State Council for Educator Effectiveness – Draft Recommendations

Measuring Principal Practice for Use in Principal Evaluations

DRAFT January 31, 2011

Framework recommendation language

1. All districts in the state shall evaluate the performance of principals using the State Framework for Principal Evaluation Systems (“the Framework”). [flow chart]
2. Districts shall evaluate the performance of principals against the Colorado Quality Standards for Principals (“Principal Quality Standards”) using multiple measures of performance, which are weighted in such a way that the measures of Standards I – VI determine no more than 50% of the principal’s performance; and the measures of Standard VII (student growth) determine at least 50% of the weight of the evaluation.

Definition recommendation language

3. All districts shall use the Colorado Definition of Principal Effectiveness.

Quality Standards recommendation language

4. All districts shall evaluate the performance of principals on the full set of Principal Quality Standards and the associated detailed descriptions of knowledge and skills (also known as “Elements”). The examples of practices included as part of the Principal Quality Standards Booklet are intended to assist districts in understanding the intended performance outcomes of each Standard and Element, and to guide the selection and use by districts of appropriate tools to measure a principal’s performance of each Quality Standard.
5. Districts shall not create additional Principal Quality Standards or Elements of Principal Quality Standards. However, districts may measure performance of the Quality Standards using tools that are locally selected or developed, and meet CDE technical guidelines.

Quality Standards I – VI: Measures recommendation language

6. Districts shall involve principals in the district, including members of the representative association if one exists, in developing or adopting tools to measure a principal's performance of the Principal Quality Standards.
7. Districts shall clearly communicate to principals the tools that will be used to measure their performance of the Principal Quality Standards prior to their use, and how these tools will be used to arrive at a final effectiveness rating.
8. Each district system shall ensure that every principal is provided with a "Professional Performance Plan." [Definitions section of recommendations or regulations should indicate that this is the "principal development plan" which is referenced at 22-9-105.5(3)(a.5)] This Professional Performance Plan shall be developed in collaboration with individual principals and shall outline annual goals for the principal with respect to his/her school's performance. The PPP shall outline the resources and supports which will be made available to support the principal in achieving the outlined goals.

Note re: Recommendation 11: Section 22-9-106(7) requires that the "Quality Standards for Principals must include ... (b) the number and percentage of licensed personnel in the principal's school who are rated as effective and highly effective; and (c) the number and percentage of licensed personnel in the principal's school who are rated as ineffective but are improving in effectiveness." The Council recognized that the intent of this language was to hold principals accountable for influencing the percentage of effective teachers in the building within the context of an overall improvement strategy. Strategic improvement efforts in a school/district might necessitate increasing the number and percentage of teachers rated as ineffective for a short duration. Such a decision is one that local district leaders and principals should be empowered to make in a manner that does not unfairly penalize principals. After much deliberation, the Council determined that the best way to address this requirement was to integrate reference to the numbers and percentages of personnel into the Quality Standard related to Human Resources Leadership, and use the counts and percentages as a measurement tool against that standard. A principal's Professional Performance Plan should explicitly reference the way in which the principal intends to address the counts and percentages of personnel within the context of an overall improvement plan for the school.

9. The Professional Performance Plan shall include explicit reference to the ways in which the principal shall address the counts and percentages of effective teachers in the school, in a manner consistent with the goals for the school outlined in the PPP and the school's unified improvement plan.
10. Principals shall be held accountable for progress against the goals laid out in the PPP.
11. Districts shall continually monitor principal goals, provide feedback and adjust support for the principal as needed.
12. Districts shall use multiple measures to evaluate all principals against quality standards I – VI using multiple formats and occasions as defined in sections 13-15 below.
13. Measures for Quality Standards I – VI shall include:
 - a. TELL survey results;
 - b. Teacher feedback;
 - c. Supervisor feedback;

- d. Examination of the Unified Improvement Plan.
14. Measures may include but are not limited to:
- a. 360 degree survey tools;
 - b. Examination of a portfolio of relevant documentation regarding the principal's performance against the Quality Standards which may include but need not be limited to:
 - i. Evidence of team development;
 - ii. Notes of staff meetings;
 - iii. School update newsletters;
 - iv. Content of website pages;
 - v. Awards structures developed by the school;
 - vi. Master school schedule;
 - vii. Evidence of community partnerships;
 - viii. Parent organization participation rates and programs.
 - c. Teacher surveys;
 - d. Parent/guardian surveys;
 - e. Direct observations of the principal;
 - f. Examination of the school's unified improvement plan;
 - g. Teacher retention data;
 - h. External reviews of budgets;
 - i. Examination of communications plan.
15. All measures used to collect data about a principal's performance against Quality Standards I – VI shall comply with any technical requirements developed by CDE to ensure the technical rigor of the measurement tool.
16. Districts shall measure performance of the Principal Quality Standards using a combination of the measures identified in section 16(a) – (c) below. The following types of measures have been validated for use in principal evaluations. Districts may use additional measures that have been validated for use in principal evaluations, in a manner aligned with CDE guidelines.
- a. Districts shall measure principal performance against Quality Standards I – VI using tools that capture information about:
 - i. Teacher perceptions and feedback about the school environment, working conditions, evaluation and professional supports;
 - ii. The percentage of number of teachers in the school who are rated as:
 - 1. Effective;
 - 2. Highly effective;
 - 3. Ineffective but improving.
 - b. Where appropriate and feasible districts are strongly encouraged to use multiple measures that capture evidence about the following:
 - i. Student perceptions of the school culture and learning environment;
 - ii. Parent/guardian perceptions of the school culture and learning environment; and/or
 - iii. Peer perceptions about a principal's professional performance.

- c. Districts may also consider using other sources of evidence such as
 - i. Direct observations; and/or
 - ii. Document review.
- 17. A formal rating of principals as effective, highly effective, and ineffective shall take place at least once a year, using a body of evidence collected systematically in the months prior.
 - a. Districts shall collect evidence of principal performance with enough frequency to ensure that principals are provided with feedback and the opportunity to improve performance.
 - b. Districts shall ensure that the complete body of evidence collected leads to a fair and reliable measure of each principal's performance against Principal Quality Standards I-VI.
 - c. Districts are strongly encouraged to conduct an evaluation of a principal as soon as practicable whenever there is evidence that a principal's performance is ineffective or the principal is in need of support.
 - d. Districts are strongly encouraged to conduct an informal evaluation of a principal early enough to facilitate feedback to the principal prior to their conduct of teacher evaluations.
 - e. Districts may choose to formally evaluate principals more than once in a year should they deem it necessary.
- 18. Districts shall develop a process to identify and conduct further evaluation of principals whose measures of performance against Principal Quality Standards I – VI are inconsistent, or whose performance on Quality Standards I – VI are inconsistent with measures of performance on Principal Quality Standard VII.

Quality Standard VII: Student Growth recommendation language

See separate document in student growth section.