

# Recommendations for Principal Evaluation Framework

**DRAFT March 16, 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”).
5. 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 Standards.
6. 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.

## Quality Standards I – VI: Measures recommendation language

7. 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.
8. 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.
9. Districts shall clearly communicate to each principal how the selected measurement tools were used to determine his/her performance of each Quality Standard.
10. 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)] which shall be developed in collaboration with individual principals. This Professional Performance Plan shall outline annual goals for the principal with respect to his/her school's performance, and will outline the supports which will be made available to support the principal in achieving his/her goals. The PPP shall reflect the resources and supports available to facilitate the Principals attainment of 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.

11. 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.
12. Principals shall be held accountable for progress against the goals laid out in the PPP.
13. Districts shall continually monitor principal goals, provide feedback and adjust support for the principal as needed.
14. Districts shall use multiple measures to evaluate all principals against quality standards I – VI using multiple formats and occasions as defined in section 15 below.
15. Measures for Quality Standards I – VI 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. PTA 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.
16. 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.
17. Districts shall measure performance of the Principal Quality Standards using a combination of the measures identified in section 15(a) – (c) below. These measures are supported by currently available research that affirms their value as measurements of principal performance as against quality standards, and shall be amended as research provides better evidence about best practice around principal evaluation.
- 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.

18. A formal rating of principals as effective, [marginally effective], highly effective, and ineffective shall take place 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 the complete body of evidence leads to a fair and reliable measure of each principal's performance against Principal Quality Standards I-VI.
- b. Whenever there is evidence that an educator is in need of support, districts are strongly encouraged to collect data about teacher performance through observations or other methods as soon as practicable. This data should be shared with the educator in a manner that facilitates improvement.
- c. 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.

19. Districts shall develop a process to identify and conduct further evaluation of principals whose measures of performance for 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.](#)

**Weighting policies recommendation language**

1. Districts shall determine locally how multiple measures of principal performance against the Colorado Quality Standards will be aggregated for experienced principals to provide an overall effectiveness rating against Quality Standards I – VI. CDE shall provide exemplars of such policies.
  - a. In developing their weighting policies, districts shall ensure that Standards I-VI are aggregated in such a way that no single standard I-VI is weighted less than **[12%]** of the overall total score. Local districts can choose to emphasize any single standard up to 50% of the total.
2. Districts shall communicate their weighting policies in order to ensure that all principals understand the process whereby they are assigned an effectiveness rating against Quality Standards I – VI.
3. Districts shall develop locally a policy for determining how the multiple measures of student growth required by Quality Standard VII will be used to determine a principal's performance of such Quality Standard.

- a. In developing their weighting policies, districts shall ensure that weights assigned to student growth measures are consistent with the measures' technical quality and rigor.
4. Districts shall aggregate the multiple measures of principal performance about quality standards I-VI into a single score; and aggregate the multiple measures of principal performance against quality standard VII (student growth) into a single score.
5. Districts shall be transparent and clear about how the body of evidence collected about a principal's performance will be used to make a decision about a principal's effectiveness.
6. The Council recommends that all districts statewide use the same scoring framework, which should be developed by CDE in accordance with Council recommendations, to assign principals to performance categories on the basis of the measures of principal performance against the quality standards.
7. CDE working in collaboration with stakeholders including a subset of this Council shall develop the state scoring framework for principals in conjunction with the pilot period of the state model evaluation system.

#### **Weighing policies recommendation language – judgments about how to use the data**

8. Districts shall develop policies regarding the use of professional judgment in determining how the score developed through the aggregation of multiple measures will ultimately be used. Districts shall clearly articulate how instances of conflicting principal performance data shall be handled for the purpose of high-stakes decisions. These policies shall align with CDE developed guidelines.

#### **CDE support of district development of principal evaluation systems recommendation language**

9. CDE shall develop a complete state model system that complies with all of the requirements laid out in these recommendations. CDE shall ensure that this state model system can be implemented in all districts wishing to use it whether individually, through collaborative efforts, or with the support of CDE-provided resources and technical assistance.
10. Districts shall implement a system that satisfies the requirements laid out above and in CDE-developed technical guidelines for Educator Evaluator Systems for Teachers and Principals.
11. Monitoring system needs to measure whether educators understand how they are being evaluated, what they need to do to improve and how to access resources they need to support their professional development.

**Resource bank recommendation language (see separate document re: Resource Bank)**

**12. CDE must provide resources about how districts can develop this body of evidence. These resources should be part of the resource bank developed by CDE in accordance with the requirements of SB 191.**