



Model Leader Evaluation and Professional Growth Program

For TIF 4 Maine Schools for Excellence Districts

Maine Department of Education

May 2013

Appreciation is given to the many Maine teachers and leaders in the Teacher Incentive Fund Maine Schools for Excellence districts who have contributed countless hours, effort, and expertise to the development and continual refinement of this work.

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The Maine Schools for Excellence Vision

Improving student learning and educator effectiveness is at the heart of the Maine Schools for Excellence (MSFE) initiative, which is assisting two cohorts of districts in their design and implementation of comprehensive human capital management systems.

The vision of MSFE is as follows:

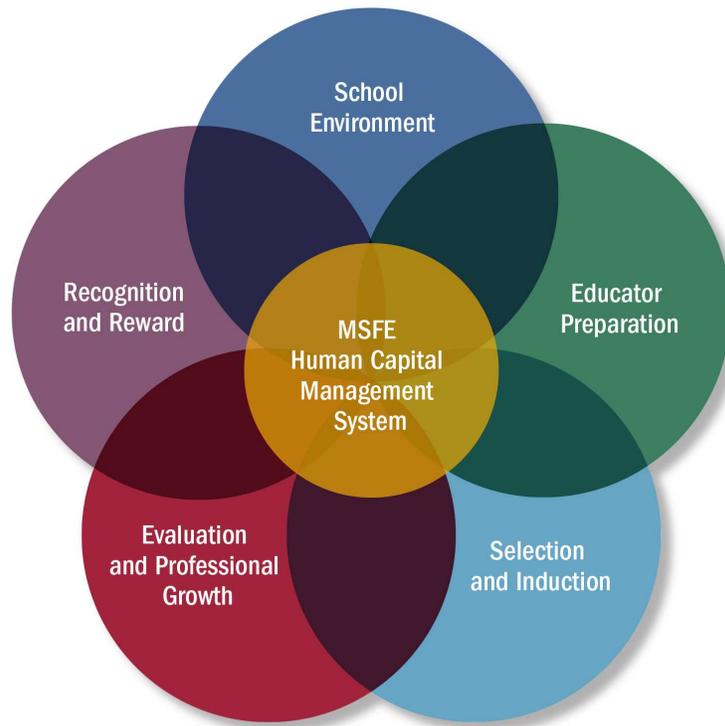
- **To** enhance educator effectiveness and student learning
- **For** the benefit of all stakeholders, including students, educators, parents, and the community
- **By** developing an integrated and coherent human capital management system that aligns with the district mission and includes the following key features for all educators: regular, specific measurement and feedback; ongoing, targeted professional development; and fair and equitable recognition and rewards
- **So that** schools can better attract and retain high-performing educators and benefit from a workforce of teachers and administrators who are aligned in purpose, teamed in their efforts, and motivated to succeed in delivering high-quality instruction to students

MSFE is the umbrella initiative for two 5-year Teacher Incentive Fund (TIF) grants from the U.S. Department of Education: TIF 3 and TIF 4. The TIF 4 grant, which was awarded in October 2012, emphasizes a multifaceted approach to recruiting, supporting, and retaining effective educators that mirrors Maine's strategy for addressing these critical interrelated issues.

With the TIF 4 grant, the Maine Department of Education has committed to a human capital management system approach to improve educator effectiveness. This focus reflects the emerging consensus that strategies addressing the preparation, selection, evaluation, growth, and recognition of educators are inextricably linked and must draw upon common language and data. As shown in Figure 1, the participating TIF 4 MSFE districts will implement strategies that address the five components of the MSFE human capital management system:

- School environment
- Educator preparation
- Selection and induction
- Evaluation and professional growth
- Recognition and reward

Figure 1. The MSFE Human Capital Management System



The Maine Leader Evaluation and Professional Growth (LEPG) program is part of the Evaluation and Professional Growth component of the human capital management system for all educators. The name reflects the interdependence between performance evaluation and professional learning and growth, which are essential to the development of school principals, assistant principals, and other school leaders. Although the model LEPG program is designed for use with school principals, it will eventually be adapted for use with assistant principals and other educational leaders.

The LEPG program is a central component in districts' efforts to build a leadership pipeline, which systematically builds teacher-leader skills to prepare future principals. The LEPG program also can contribute to leadership preparation, hiring, induction, and compensation by clearly communicating leadership performance expectations. LEPG annual results also can be used by districts to inform changes to policy, culture, or other supports within the school or district environment, as these supports relate to school leaders.

The LEPG program also complements and supports the model teacher evaluation and professional growth (TEPG) program, specifically by providing a model to guide how school leaders assess and enhance teaching effectiveness. In this way, the model LEPG program reflects leaders' responsibilities to effectively manage one of the school's most precious resources, the teachers who work within it.

The Model LEPG Program: Purpose and Goals

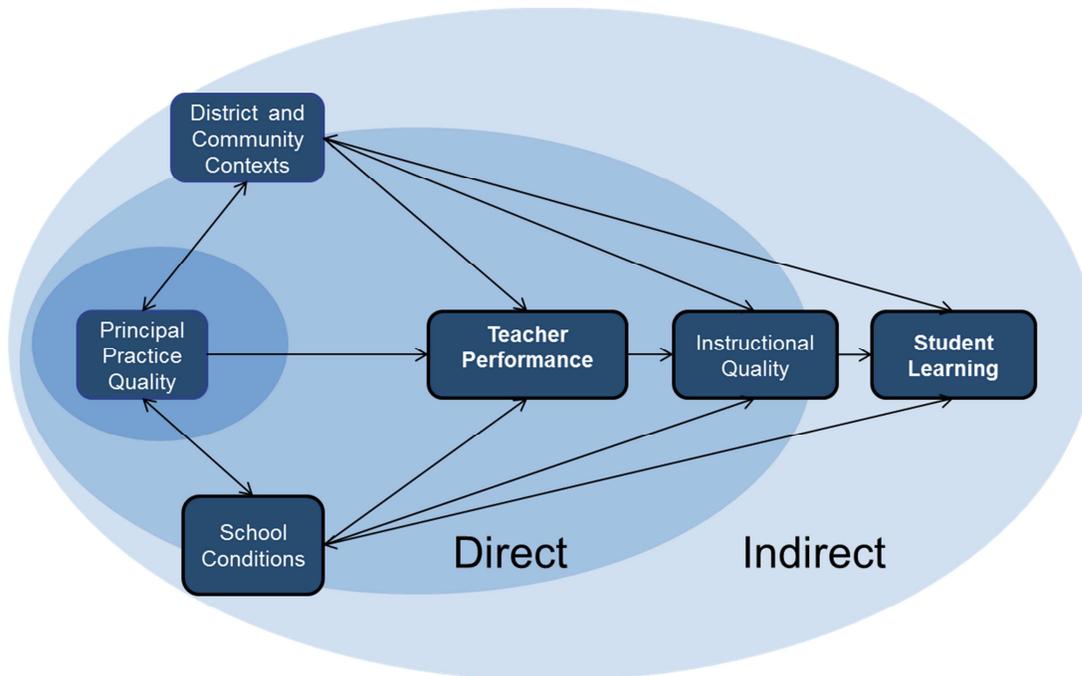
LEPG includes a set of core leadership evaluation components, which serve as a foundation for each TIF 4 MSFE district’s leadership evaluation and professional development program. The LEPG reflects three purposes:

- Integrate emerging best practices from the TIF 3 MSFE districts and nationally into a comprehensive, manageable evaluation and professional growth program.
- Fully satisfy the requirements of the TIF 4 grant and Maine legislation LD 1858, “An Act to Ensure Effective Teaching and School Leadership.”
- Provide a starting point for discussion and decision making in the TIF 4 district steering committees to determine appropriate adaptations to the model to fit local TIF 4 MSFE district preferences, improvement agendas, and needs.

The model LEPG program and associated design processes encourage development of a shared language about school leadership, principals’ roles and responsibilities, and organizational direction within and across school districts, which will support the continuous improvement of schools, instruction, and student learning. The model LEPG program also is intended to support principals’ professional growth and human capital decisions regarding principal hiring, retention, compensation, and promotion.

The model LEPG program aims to holistically assess principal performance, which is defined as an assessment of *practice quality* and *outcomes* or results. The model LEPG program is informed by a research-based framework developed by Clifford, Sherratt, and Fetters (2012), which informs standards and measures design (see Figure 2).

Figure 2. The LEPG Framework for Principal Evaluation



The framework shows the relationship between principal practice, direct influences of this practice, and indirect influences of this practice. The model recognizes that principals are directly responsible and highly influential on the instructional environment and affect that environment by managing educator talent through systematic processes, assuring organizational effectiveness, and engaging parents and community in the process of teaching. Indirectly, through the efforts of others, principals influence student learning. A holistic assessment of principal practice should assess practice quality and address each of the outcomes identified in the framework.

Model Evaluation Process and Timeline

In accordance with national guidelines for principal evaluation design (National Association of Elementary School Principals & National Association of Secondary School Principals, 2012), the model LEPG program emphasizes annual systematic performance assessment, formative feedback on performance from supervisors, and professional growth linked to evaluation results. The evaluation and professional growth process can be illustrated in four overlapping steps, which repeat annually. The four-step process is similar to the TEPG process, which principals are asked to facilitate with teachers.

Specifically, the model LEPG program involves ongoing professional conversations that encourage formative feedback and professional growth throughout an annual cycle of evaluation that involves four overlapping steps (see Figure 3). First, principals set goals for their own growth. Next, they and their supervisors gather evidence of practices and results and continually adjust their practices in response to feedback. Throughout the evaluation cycle, principals reflect and self-assess using the leadership rubric. Finally, they use the evaluation results to inform the next evaluation and professional growth cycle.

The model LEPG process is led by the school principal, in collaboration with his or her supervisor and in light of school goals and district initiatives. As such, the process focuses on principal practice as it relates to school growth.

Figure 3. The Model Leader Evaluation Process



Step 1: Expectations and Goal Setting

The first step in the model evaluation process occurs prior to the beginning of the school year but after school and district improvement planning and TEPG Step 1 is complete. The MSFE model LEPG program begins at this time so that school-level goals, student performance information, and other factors can be integrated into the principal evaluation system. For many districts, Step 1 of the LEPG process will begin in early August.

In Step 1, the principal and his or her supervisor will share professional, school, and district priorities for the academic year, in light of previous performance. Appropriate *practice* measures (e.g., evidence of data-based decision-making) and *results* measures (e.g., data on school conditions and student learning) can be taken into account.

Completing this first step requires a series of meetings:

- Principal self-assessment and professional learning goal-setting against the MSFE LEPG Rubric, which results in a minimum of two learning goals per year for all principals.
- Identification of school and student learning performance results that reflect school results in the school and district improvement plans.

LEPG Orientation

In late July, district staff will hold a half-day LEPG orientation¹ meeting for all new principals, whether they are new to the profession or experienced and new to the district. This meeting may be broken into several shorter orientation sessions if school schedules require. The LEPG orientation assures that new principals understand the evaluation and professional growth program and their expectations for performance. Districts may choose to schedule the LEPG orientation and the TEPG principal orientation—during which principals learn about their responsibilities as teacher evaluators—on the same day.

At the LEPG orientation, each principal will receive a paper or electronic copy of the LEPG handbook, which includes the LEPG framework, evaluation tools, and reporting templates. The LEPG orientation will identify roles and responsibilities for gathering performance evidences, which are shared between the principal, the principal supervisor, and district staff.

Principal Self-Assessment and Goal-Setting for Practice Improvement

All principals will begin the new evaluation cycle by reflecting on their strengths and improvement areas on the MSFE leadership rubric. Principals may use the previous years' evaluation results (e.g., 360-degree survey data) as a means of self-reflection

¹LEPG orientation is for principals who are new to the profession or new to the district and for principal supervisors who require an orientation.

and also may consider recent professional learning or professional aspirations when setting goals. The growth goals will include at least one *builder* goal, which is intended to address an area of improvement, and an *extender* goal, which is intended to deepen knowledge and practice in an area of strength.

In late August, principals meet with their supervisors to finalize goals and write the professional development plan. During the meeting, the principal and supervisor discuss formal or informal professional development opportunities and develop a plan to monitor the professional growth goals during the year. The monitoring plan describes evidence of the application of learning and at least one formal checkpoint prior to the summary evaluation conference. During the academic year, the professional development plan can be adjusted to reflect emergent priorities. The supervisor will assess the degree to which the professional development plan has been enacted.

Principal Goal-Setting for School and Learner Growth

In parallel with professional goal setting, principals and their supervisors will identify outcome measures related to school improvement and student learning. The outcomes will be directly related to the school goals and student learning objectives (SLOs), which are created by teachers and others who work with the principal.

Principals and other school staff will adjust the school goals in light of previous school performance data. The school goals that are to be addressed during the current academic year will be included as part of the School Growth category. The model LEPG program provides flexibility to adjust the weight given to these measures in order to reflect school/district priorities. Districts have been provided decision guides to assist them in making these policy decisions.

The principal will also be responsible for setting SLOs with teachers. Because principals are responsible for assuring that SLOs are attained, the principal outcome measure will be based in part on the percentage of students meeting SLOs.

Step 2: Evidence, Feedback, and Growth

The model LEPG program is intended to provide a holistic description of principal performance by using multiple measures to gather evidence and support performance improvement through feedback provided by supervisors in light of evidence. The program will not be successfully implemented if it does not involve conversation between principals and supervisors and adjustments to performance. Step 2 of the model LEPG program encompasses evidence collection and feedback, and it occurs throughout the academic year. At the core of the model LEPG program is a focus on professional development designed to optimize conversation, feedback, and learning.

The model LEPG program defines “evidence” as information that is systematically gathered during the course of the academic year. Given principals’ responsibilities, **multiple measures** must be used to describe performance. Evidence may include leadership observation data; teacher/staff survey data; student survey information; written

documents, or other artifacts; student assessment results; or other information that helps supervisors and principals determine the degree to which goals have been met.

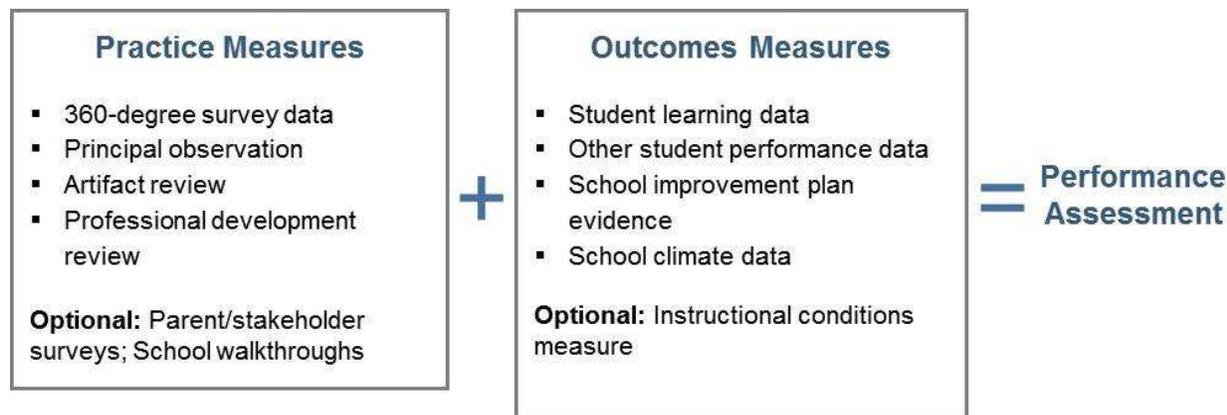
Because principals' work varies and occurs in many venues, evidence of leadership actions is plentiful and can quickly become overwhelming to supervisors and district information systems. We encourage submission of evidence pertinent to the LEPG leadership framework and the goals set by the supervisor and principal. Evidence should judiciously be selected for its ability to address multiple areas of the MSFE leadership rubric, strength of the measure, and efficiency. Evidence should be collected and reviewed twice per year. LEPG implementation will likely involve close coordination between principals, supervisors, and district staff who will each be responsible for collecting evidence. District staff may, for example, be responsible for coordinating administration of a schoolwide survey in the district as part of the assessment.

What Is Feedback?

The model LEPG program defines “feedback” as the provision and prioritization of performance information for the purposes of improvement. The model LEPG program requires supervisors meet with principals twice during the academic year (one formative and one summative meeting) to provide feedback, and encourages additional meetings with principals. After all, the evaluation process should be transparent and principals should be fully informed about their progress so that there are no surprises at the summative evaluation meeting.

“Multiple measures” refers to the multiple ways that evidence is collected to inform practice and outcomes ratings. As shown in Figure 4, the LEPG model includes non-negotiable and optional measures.

Figure 4. Practice and Outcomes Measures



The use of multiple measures (see Table 1) in an evaluation system is recognized as the preferred approach because there is no single perfect measure of leadership effectiveness. Each measure has strengths and weaknesses as well as “noise” or measurement error. Taken together, the multiple measures provide a holistic depiction of principal performance and important information for principals to use when considering areas of growth.

The evidence gained from a measure may be narrative, binary (yes/no), or numerical. One measure may generate many pieces of evidence or data points or a single data point.

Table 1. Multiple Measures in the MSFE Model LEPG Program

Measure	Type	Description	Evidence Collected	Requirements
360-degree survey	Practice	A survey on principal performance to be completed by the principal, supervisor, and teachers/staff in the building	Descriptive survey ratings	All principals; once per year
Principal observations	Practice	Formal, announced observations of principals' work by supervisors	Narrative or video-based evidence analyzed against rubric standards	All principals; two times or more per year for the summative rating
Artifact reviews	Practice	Sample of artifacts highlighting performance	8-10 artifacts with accompanying explanation of standards alignment	Submitted by all principals
SLO quality	Practice	Sample of SLOs reviewed by district staff	30 percent of SLOs that have been developed by teachers and approved by principals reviewed for quality	District committee review
Professional development review	Practice	Sample of artifacts highlighting participation and application of learning	3 to 5 artifacts with accompanying explanation of standards alignment	Submitted by all principals

Measure	Type	Description	Evidence Collected	Requirements
Parent/stakeholder surveys	Practice	A survey on principal performance to be completed by the parents or other stakeholders	Descriptive survey ratings	Optional (recommended once per year)
School walkthroughs	Practice	10-minute, informal observations of principal practice	Narrative or video-based evidence	Optional
Student learning measures	Outcomes	Measures of students' growth, at the classroom, grade/subject, and/or school level	Analysis of student performance results against targets aggregated at the school level and compared to previous year	All principals
Progress against school goals	Outcomes	Sample of artifacts submitted as evidence that the school goals have been met	4-5 artifacts with accompanying explanation of connection to school goals	Submitted by all principals with assistance from district staff
School climate data	Outcomes	A survey on school culture/climate in the building completed by teachers, staff, and, occasionally, other stakeholders	Descriptive survey ratings	Recommended once per year
Instructional conditions data	Outcomes	Student survey of teaching quality and engagement	School-level average, aggregated student response to items for all teachers	Optional
Other student performance measures	Outcomes	Measures of student participation, school engagement, student progress, or student social-emotional health	Appropriate analysis of selected measures aggregated at the school level and compared to previous year	Optional (measures selected to pertain to school level by the district)

The following sections describe the practice and outcomes measures in Table 1. Under the model LEPG program, school district steering committees have considerable choice

when selecting the variables or “constructs” on which principals are evaluated and how principals are evaluated. The supporting *Decision Guides* will help district steering committees make the right decisions for their particular local context.

Practice Measures

360-Degree Surveys

The model LEPG program includes an annual 360-degree survey, as a means of gathering principal practice information from principals, supervisors, and teachers/staff in the building. A 360-degree survey provides information from multiple perspectives on the same set of behaviors (or “constructs”) by asking different types of questions about principal practice. The model LEPG program includes a 360-degree survey because polling teachers/staff provides important data on their perception of principals’ work and their trust in the principal as a leader. Feedback from these surveys highlights differences in perspective and can support growth.

Districts should carefully choose the right 360-degree survey that is aligned with the practice rubric and feasible, given the constraints of cost and time. A brief titled *Measuring Principal Practice: A Summary of Publicly Available Survey Instruments* (Condon & Clifford, 2010) will be helpful to districts when making instrument selections. Principals, supervisors, and teachers/staff are responsible for completing the 360-degree survey, and district staff is responsible for overseeing administration of the schoolwide survey.

Principal Observations and Conference(s)

The model LEPG program requires formal observations of key principal practices. The observations are opportunities for supervisors to witness leadership practices in context and provide targeted feedback to improve practice. Each principal observation focuses on principals’ interactions with teachers, staff, and other constituents to complete instructional leadership tasks. Districts may select other principal observation instruments, but the model LEPG program recommends use of the American Institutes for Research observation protocols, which focus on the following:

- Principal feedback during teacher summative performance evaluation conferences
- Principal facilitation of student/school data conversations with teachers
- Leading meetings
- Principal completion of instructional rounds

Data from observations contribute to supervisor ratings on principal standards that focus on teacher talent management and instructional support.

Under the model LEPG program, observations will be announced and scheduled in advance to ensure that principals, teachers, and other stakeholders understand why observations are being completed and that principal practice—not teacher or others’

performance—is being observed. Announced and scheduled observations are necessary to ensure timely completion.

The LEPG model requires principal observation a minimum of two times per year, both of which contribute to the summative evaluation rating. More observations will increase ratings confidence. Each observation will use the same protocol, and the protocol will be selected in advance in accordance with principals' goals. For example, a supervisor will observe the principal leading two data conversations per year. The principal and supervisor may select additional protocols, but a minimum of two observations should be conducted with each additional protocol.

Principal supervisors should be well-trained on the observation protocol and prepared to model observation practices that the district expects principals to use during classroom observation. The formal observation cycle includes the following:

- **Preobservation meeting.** The principal and supervisor will attend a short meeting to schedule the observation, discuss the focus of the observation, and identify particular issues or questions for observer attention.
- **Observation of a meeting or activity.** The supervisor, or a designee, will gather observational evidence by using video or scripting interactions between the principal, teachers/staff, and pertinent materials (e.g., data, procedures) for the entire length of the interaction.
- **Analysis of observation data.** The supervisor will analyze observation information, align it with the appropriate standard(s), determine a score for each relevant standard, and prepare performance feedback to share with the principal.
- **Postobservation meeting.** The supervisor and principal discuss the aligned and scored observation information, with the supervisor providing specific feedback on performance.

Artifact Review

Principals create written documents, policies, procedures, and other *artifacts* to manage, lead, and sustain school programs. Some LEPG rubric standards require supervisors to review artifacts as evidence of performance. Principals are responsible for identifying, organizing, and submitting artifacts for review. When selecting artifacts for review, the principal should not create new artifacts but should draw from a variety of existing artifacts and provide a short explanation of their purpose to assist supervisors in rating performance.

Evaluators will use the artifacts and evidence gathered from other sources (e.g., surveys) to provide a rating for each standard at the formative and summative conference. At midyear, a formative evaluation meeting will be held for evaluators to share results, discuss progress, and adjust plans. No finalized ratings or adjustments to ratings should occur at the formative evaluation meeting. Toward the end of the school year, the principal and supervisor will attend a summative meeting to discuss evaluation results.

Professional Development Plan Review

In the model LEPG program, principals are responsible for advancing their practice by engaging in a plan of professional learning. *All* principals, regardless of their summative evaluation scores or years of experience, will develop and implement a professional development plan for each academic year. The professional development plan that was created at the beginning of the year will be reviewed twice during the academic year: once at midyear and once at the end of the year.

Principals will collect and assemble written documents or other artifacts that provide supervisors evidence that the professional development plan has been enacted and learning has been applied to the school or district context. Principals' supervisors will review artifacts and determine the degree to which the plan has been implemented. The supervisor review will result in a score, which is factored into the summative evaluation.

Student Learning Objective Quality Review

The model TEPG program requires districts to use SLOs as a measure of teacher effectiveness. As described in this subsection, the model LEPG program includes school-level SLO attainment as a measure of principal effectiveness as well. SLOs measure educators' progress in moving students from a baseline measure toward an agreed-upon learning target, regardless of grade level or subject area.

Principals play a central role in developing, approving, and monitoring teacher SLOs (see Figure 5).

Figure 5. SLO Process Steps



Given the central role of SLOs in teacher evaluation, it is highly recommended that districts evaluate principals on the degree to which SLOs are rigorously set and against the evidence teachers bring to their summative evaluation conference. This approach will ensure that, despite being evaluated based on student attainment of SLOs (see below), principals do in fact encourage teachers to set sufficiently challenging SLOs. To assess and provide feedback to principals on SLO development and evaluation, districts will convene a panel to review a randomly selected sample of SLOs within the school. The review will include 30 percent of all SLOs developed in the school and will be supported by the quality criteria established in the SLO training. Principals' numerical score on this practice component will be the average score of schoolwide SLO quality.

Outcomes Measures

The model LEPG program includes three outcomes measures. Each of the outcomes measures addresses key aspects of principals' work, reflects the specific context of leadership practice, and can be prioritized or "weighted" by districts. The three required measures are (1) School-level attainment of SLOs, (2) evidence of school goal attainment, and (3) school climate data. In addition, districts are encouraged to include instructional conditions data, student test score measures, or other measures of student learning and engagement.

School-Level Attainment of SLOs

The model LEPG program requires the use of a school-level, aggregate percentage of students attaining SLOs to evaluate principals. SLOs account for all content areas and grade levels, and the model TEPG program requires an SLO measure for each teacher. Inclusion of SLOs for principal evaluation reinforces principals' roles in supporting teachers' work with students.

Evidence of School Goal Attainment

Principals are responsible for assuring that their school-level goals are being implemented and providing evidence that organizational improvement objectives are being met.

The model LEPG program requires districts to use school goals as a measure of principal effectiveness. These school goals are often written in collaboration with multiple stakeholders in the school and in coordination with district improvement processes or agendas. Each school goal should describe baseline conditions by using student or other data, define a course of action (e.g., adapt programs), and state in measurable terms a target performance level. Multiple stakeholders, including district staff, review and approve the school goals during the spring or summer for implementation during the subsequent academic year (see Figure 6).

The principal is responsible for accumulating and synthesizing evidence that the school goals have been met on an annual basis, and district staff commonly assist principals in collecting/analyzing data. The principal will present evidence that school goals have been

attained to the principal's supervisor or other entity. Principals will be rated on their overall progress toward or attainment of school goals.

School Climate Data

A school climate survey is commonly used to measure the perceived presence of teaching and learning conditions and gauge changes in perceptions over time. Inclusion of these data in the MSFE model LEPG program acknowledges the enduring, direct influence a principal's work has on school climate. School climate surveys are typically administered annually to educators, other staff, and possibly students or parents. There are a number of publicly available, school climate survey instruments from which districts may choose. More information on these options is available in the policy brief *Measuring School Climate for Gauging Principal Performance: A review of the validity and reliability of publicly accessible measures* (Clifford, et al., 2012), http://www.air.org/files/school_climate2.pdf.

Instructional Conditions Measures (Optional)

Principals are responsible for overseeing many aspects of school life, but few are as important as the interaction between teachers, students, and curricula. Instructional conditions can support or inhibit student access to academic content. As instructional leaders, principals have the opportunity to assess and support instructional improvements or allocate human, financial, or other resources to improvement of classroom conditions.

The model LEPG program suggests an optional instructional conditions measure built on an aggregated average of the Tripod 7C student survey results. This means that the principals' summative score is partially based upon Tripod 7C student survey results for all grades and subjects each year. The survey asks students to give feedback on specific aspects of classroom experience. The questions use Likert-scale response options and focus on specific statements such as "Our class stays busy and doesn't waste time." In addition, the survey asks students to assess their level of engagement related to targets such as trust, cooperation, ambitiousness, and diligence. In addition to the classroom level survey items, there are also questions related to school climate as well as family and student demographics. More detailed guidance on survey administration and interpretation of the data can be found at the MSFE website at <http://www.maine.gov/doe/excellence>.

Each year, principals receive Tripod 7C survey results through the TEPG program and are asked to work closely with teachers to interpret and use results to improve classroom conditions. Changes in classroom conditions may include different instructional approaches but also may involve shifts in resource allocations, which are the principal's responsibility.

Student Learning, as Measured by Test Scores

In addition to the previously discussed measures, it is strongly suggested that districts include additional student learning measures. School districts measure student learning growth in multiple ways by using a diverse array of appropriate and validated assessments, and the state requires use of Smarter Balanced Assessment Consortium (SBAC) and New England Common Assessment Program (NECAP) data for teachers in grades and subjects covered by ESEA. The model TEPG program encourages districts to include SBAC/NECAP learning growth measures and other student learning assessments for teacher evaluation purposes, for appropriate teachers.

The model LEPG program provides districts flexibility to use student learning assessments for the purpose of principal evaluation and encourages districts to select student tests or other measures for principal evaluation that align with school-level goals. When possible, districts should use a stable test measure by averaging 2 to 3 years of data and may elect to use value-added metrics.

Step 3: Reflection and Rating

Evidence collection (Step 2) occurs throughout the academic year, and evidence is shared with principals during a mid-year and end-of-year review. Step 3 provides an overview of the reflection and rating process, during which the principal receives performance feedback from supervisors. No principal feedback or reporting should occur without a face-to-face meeting with supervisors to discuss and explain results. These meetings are critical to principals' understanding of results and prioritization of next steps, which may include professional development.

The model LEPG program takes a numerical approach to combining measures into a single, final effectiveness rating. The numerical approach for principal evaluation is similar to the approach taken in the model TEPG program for teachers. Both approaches calculate a summative practice measure score to include all standards. A standard score is created so that educators see strengths and weaknesses by totaling scores on each quality indicator. District priorities are reflected in weights or "multipliers" that are predetermined. District steering committees may determine whether to adopt the model approach, the weights to apply to each measure, and how the rating process and scores will be communicated to stakeholders. The *Decision Guide on Summative Scoring* provides details on the model TEPG and LEPG program approaches to summative scoring.

Research tells us that feedback done well can be highly motivating and supports improvement of practice and increased job focus among busy professionals. When administered poorly, however, performance feedback can be demotivating and can lead to increased job stress. The model LEPG program seeks to support principal feedback that is effective in motivating principals and raising leadership practice and also serves as a model of practices that principals should use when providing feedback to teachers.

Self-Evaluation and Submission of Evidence

At the beginning of the evaluation cycle in the first year of MSFE implementation and at the end of each subsequent evaluation cycle, principals will be asked to self-evaluate performance on each of the model LEPG program standards and to prepare a brief explanation of each rating (one to two sentences highlighting examples of evidence). The self-evaluation should reference evidence collected through the 360-degree evaluation, observation and other data. The principal should share the self-evaluation with his/her supervisor in advance of the summary evaluation meeting.

Midcourse Conference

In December or January of each academic year, principals and supervisors should convene a check-in to discuss evaluation results and make midcourse adjustments to reflect emerging issues in the school or community. The 30-minute conversation should reference evidence collected thus far in the evaluation cycle.

Summary Evaluation Conference

The summary evaluation conference involves a comprehensive review of principal performance. Districts typically schedule summary evaluation conferences between May and July of each year, depending on the school schedule and availability of student data. At minimum, supervisors and principals meet for 60 minutes. Districts may elect to include the superintendent in the summary evaluation conference (if the superintendent is not the principal supervisor).

Prior to the scheduled conference, the principal supervisor will draw on evidence analysis that he or she, district staff, or other vendors have conducted. The evidence includes observation data, 360-degree survey results, professional development plan review, SIP results, SLO data, and other information. The supervisor will compare evidence to the MSFE LEPG rubric and use the summative rating form to calculate a summative rating. The supervisor also should draft a narrative that outlines performance, provides feedback, and suggests areas of growth or improvement.

During the summary evaluation meeting, the supervisor should provide the principal with opportunities to discuss his or her self-evaluation and submit additional or supplementary evidence for consideration. Supervisors will share their evidence and discuss their ratings with the principal.

Performance Ratings

Soon after the summary evaluation conference, the supervisor will assign a final practice rating for each standard in the MSFE rubric and calculate a summative practice score. He or she also will review the compiled evidence of goal attainment and rate each goal on a scale from 1 (*Low*) to 4 (*High*). Outcomes measures are determined by separately calculating scores. The combined summative outcomes and practice scores result in a single score and a final rating from *ineffective* to *distinguished*.

After the scoring is completed and feedback is provided, it is recommended that the principal sign a form acknowledging receipt of summary evaluation information and another form or section of the form that states the principal's agreement with the summary ratings.

Step 4: Plans and Pathways

The final step of the LEPG process is for principals and supervisors to use evaluation results to inform individualized professional development plans for the next evaluation cycle. The professional growth planning process (see page 6) will be repeated by defining new professional goals and allocating resources (e.g., time, finances) toward principal professional development support.

District-level staff should analyze principal performance data for trends or issues common across evaluations. An analysis such as this may help to identify common professional development activities, evaluate professional development effectiveness, project hiring needs to improve the leadership team, and indicate some issues that might be addressed in preservice training. District staff also should capitalize on areas of particular strength among principals by providing principals opportunities to mentor other leaders or prospective leaders.

Individualized Growth Plan

Principals performing at the distinguished or effective level of performance will continue to be evaluated annually and will complete an individualized growth plan with supervisors. These principals should be considered for mentor/coach positions to assist other principals or to support new leader movement into principal positions.

Monitored Growth Plan

Principals with an overall summary score at the “developing” level will continue to be evaluated annually and will complete a focused professional growth plan to improve performance. An “overall summary score” represents the aggregated mean performance score, which includes performance and outcomes measures. The monitored growth plan will focus on standards that are in need of improvement. Developing principals may, for instance, be assigned a mentor or coach to improve performance in particularly challenging areas, and supervisors may frequently meet to support development.

A principal on a monitored growth plan² who receives an overall summary performance score of “developing” for two consecutive years should be considered for immediate release from district employment. A principal with a summary score of *ineffective* for any single year should be considered for immediate release from district employment,

² Districts will use different names for the “monitored growth plan.” Here, the term represents a plan that aims to immediately improve performance that is created by the supervisor or other district staff for implementation by the principal. Successful implementation of the monitored growth plan should result in an improved performance rating.

unless otherwise specified by district policies or agreements. A monitored growth plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, and the timeline for improving performance to the “effective” level.

When a principal is placed on a monitored growth plan, he or she may require additional support. When placed on the monitored growth plan, the principals will be observed by a second district-level administrator, who will participate in determination of the summary performance rating with the principal’s current supervisor.

A principal also may be considered for dismissal if he or she receives an *ineffective* rating on a particular standard and practice is sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

Summative Effectiveness Rating

Determining a principal's summative effectiveness rating is an ongoing process—not a one-time, year-end event. Behind the final performance rating labels of *ineffective*, *developing*, *effective*, or *distinguished* is a year of work and conversations about professional practice and learner growth. Evidence of principal performance comes from observations and related conferences, artifacts of practice, a review of professional development plans and goal attainment, surveys of staff, a review of school-level goals, and student learning data.

Although there are several possible methods for combining each measure into a final summative rating, the MSFE model LEPG program takes a numerical approach due to its transparency, flexibility with regard to missing data or additional data points, and alignment with the performance-based rewards component of the Recognition and Rewards Framework.

In the MSFE model LEPG program, evidence informs ratings for performance measures in five categories: Professional Practice, Professional Growth, School Conditions, School Growth, and Learner Growth. Evaluators use multiple sources of evidence to rate each measure at the end of the annual evaluation cycle; if there are multiple measures within a single category, measure ratings are combined to create a composite category rating. Finally, the composite category measures are combined through a weighted average approach. This summative rating approach is highlighted in Table 2.

Table 2. Ratings and Weights

	Professional Practice	Professional Growth	School Conditions	School Growth	Learner Growth
Measures	Performance on standards 1□8 of the MSFE LEPA Rubric	Performance on Standard 9 of the MSFE LEPA Rubric	Teachers' report of school climate	Progress toward school goals	Student growth and improvement
Rating scale	Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4	Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4	Low = 1 Low average = 2 High average = 3 High = 4	Did not meet = 1 Partially met = 2 Met = 3 Exceeded = 4	Did not meet/low = 1 Partially met /low average= 2 Met/high average = 3 Exceeded/high = 4
Sources of Evidence	Observations and related conferences, artifact review, 360-degree survey results, SLO quality review	Professional development plan review, conversations and documents related to professional goal progress	School climate survey results	Review of progress toward school goals	Schoolwide student learning measure results, school attainment of SLOs
Calculation	Rate each indicator for Standards 1□8; average all indicator ratings for Standards 1□8.	Rate each indicator for Standard 9; average all indicator ratings for Standard 9.	Translate survey results into a 4-point scale.	Rate overall progress toward school goals.	Rate performance for each measure and average.
Weight	40%	10%	10%	15%	25%

After all of the weights are applied and all of the measures are averaged together, the evaluator determines a principal's summative effectiveness rating associated with the raw score:

- Ineffective: less than 1.5
- Developing: 1.5–2.4
- Effective: 2.5–3.4
- Distinguished: greater than 3.4

A discrepancy of two or more rating levels between the professional practice and learner growth categories of measures warrants further review before a summative effectiveness rating can be determined. In such cases, the superintendent will review the evidence underlying the discrepancy and present a written explanation and rating recommendation to a designated district committee, who will make the final rating determination. Regardless of the final rating, this principal's plan for the subsequent evaluation cycle must address the identified area(s) of need.

References

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