



McREL's Principal Evaluation System
Administrator Evaluation: Postings and Assurances
Non-State Approved Evaluation Tool; District-Approved Evaluation Tool

Per MCL 380.1249b: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for school administrators. Complete language (including requirements) for MCL 380.1249b can be found [here](#).

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to McREL's Principal Evaluation System

Research Base for the Evaluation Framework, Instrument, and Process [Section 1249b(2)(a)] by Tim Waters, Ed.D. & Greg Cameron, M.A.

Between 1998 and 2003, McREL conducted three major quantitative studies on the effects of classroom, school, and leadership practices on student achievement. The first reported on nine clusters of research-based instructional strategies with statistically significant effects on student achievement (Marzano, 1998; Marzano, Gaddy, & Dean, 2000). McREL described these strategies in the 2001 ASCD publication, *Classroom Instruction that Works*. The second study reported on school practices, also with statistically significant effects on student achievement (Marzano, 2000; 2003)

- Waters, T.J., Marzano, R.J., & McNulty, B (2003) *Balanced Leadership: What 30 years of research tells us about the effect of leadership on student achievement*.
- Portin, B., Schneider, P., DeArmond, M., & Gundlach, L. (2003, September). *Making sense of leading schools: A study of the school principalship*. Seattle: University of Washington, Center on Reinventing Public Education.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Identification and Qualifications of the Author(s) [Section 1249b(2)(b)]

- Established in 1966, Mid-continent Research for Education and Learning (McREL) is a nationally recognized, private, non-profit organization dedicated to improving education for all students through applied research, product development, and service.
- Authors: Jean Williams, Greg Cameron, Tony Davis



Evidence of Reliability, Validity, and Efficacy [Section 1249b(2)(c)]

According to authors, Waters & Cameron, the meta-analysis of more than 5,000 studies examined the effects of principal leadership on student achievement. From these 5,000 studies, 69 were selected based on the quality of their design, rigor, reliability and relevance of data. The studies included more than 14,000 teacher ratings of principal leadership of 2,802 principals and correlated with more than 1.4 million student achievement scores. The findings, conclusion, and technical notes have been published in *School Leadership that Works: From Research to Results* (Marzano, Waters, & McNulty, 2005). The data metrics were the following:

- The dependent variable in each study was student achievement
- The independent variable in each study was leadership
- Student achievement measures were all quantitative and standardized
- Measures of school-level leadership were all quantitative and standardized.

Evaluation Framework and Rubric [Section 1249b(2)(d)]

The Principal Evaluation Rubric is the foundation for the Principal Evaluation System. It is used throughout the process to monitor principals' progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in a school.

- Performance rating scale includes the following: Developing, Proficient, Accomplished, Distinguished, and Not Demonstrated.
- Three Performance categories include Managing Change, Purposeful Community, Focus on Leadership

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249b(2)(e)]

Seven-step process begins at the outset of the school year

- Step 1: Orientation--Evaluation process is outlined with principal along with timeline and metrics for measuring performance.
- Step 2: Principal and Evaluator Each Complete Principal Evaluation Rubric--informs discussion in next step.
- Step 3: Meeting between Principal and Evaluator—discuss results of self-assessment, determine preliminary performance goals; identify evidence and documentation for determining principal's level of performance.
- Step 4: Mid-Year Evaluation Discussion—meeting with evaluator to discuss goal attainment and any adjustments to performance that will ensure successful attainment of performance goals.



- Step 5: Consolidated Performance Assessment—principal will provide a written review to evaluator of his/her performance based on information gained in Step 3 & 4. Review is provided in advance of end of year discussion.
- Step 6: End of Year Performance Discussion—meeting between principal and evaluator to discuss attainment of performance goals and additional data.
- Step 7: Final Evaluation and Goal-Setting Meeting—Professional Development Plan is discussed to include performance goals and gaps in necessary skills.

Description of Plan for Providing Evaluators and Observers with Training [Section 1249b(2)(f)]

In early August, training on the evaluation tool will be provided to identified evaluators and observers. Initial and follow up training will be provided to address any questions and deepen the understanding of the evaluation process.
