

Rise & Shine

Insights from new principals

This month our survey focused on the vital topic of **staff evaluation**. This brief reflects the perspectives of hundreds of new principals across the nation.

Of all school-related personnel,

teachers

are formally evaluated most frequently,

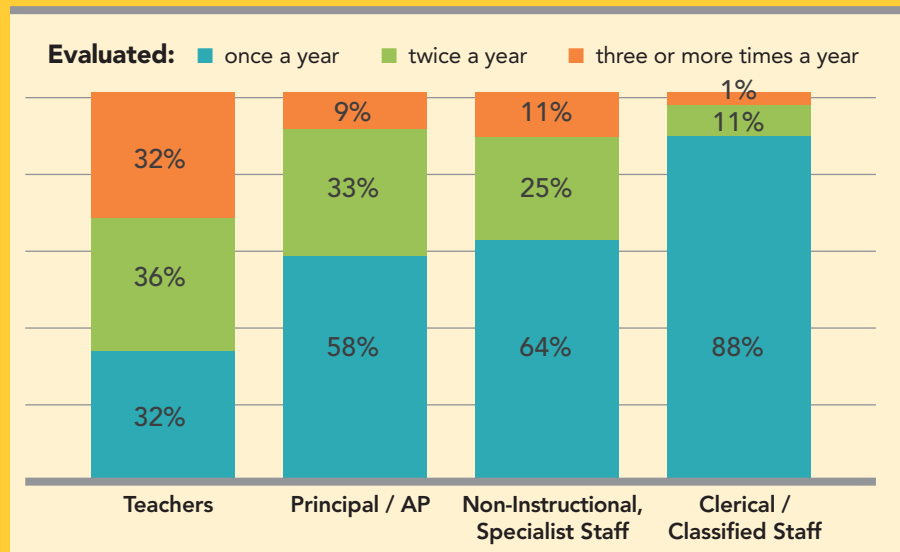
clerical staff are evaluated least often.

There is significantly more clarity around the standards for evaluating teachers than for principals and other staff; however, there is much room for all-around improvement in this area.

Percent of panelists who feel evaluation standards are "very clearly" defined for:

- 64% Teachers
- 48% Principals
- 41% Assistant Principals
- 22% Non instructional, Specialist staff (e.g. counselors, coaches)
- 18% Clerical/support staff

- Over **2/3 of teachers** receive at least 2 formal evaluations each year, including 31% who are evaluated three or more times.
- **42% of principals and assistant principals** are evaluated twice or more
- **It's rare for clerical or classified staff** to be formally evaluated more than once a year (only 12%)

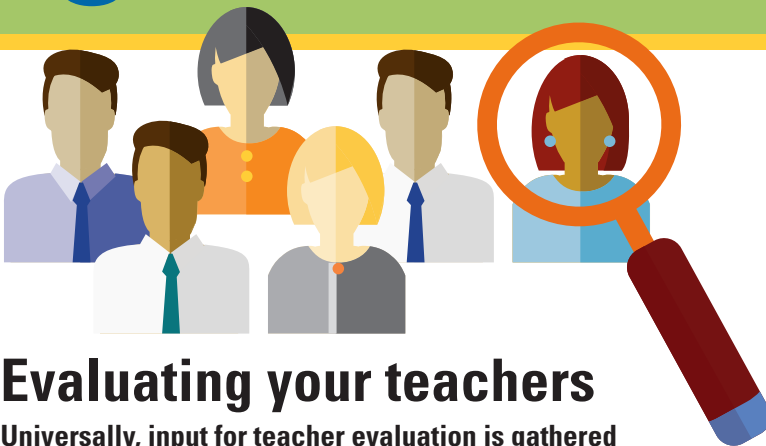


68% of you have had formal, hands-on training in how to conduct staff evaluations.

- 50% have received informal training from your district/a mentor
- 42% use online training resources, such as webinars and videos
- 18% have received other forms of training that range from statewide or regional trainings, college coursework or training provided through a professional association
- Only 7% have had no formal or informal training

Only 37% of you feel "very prepared" to conduct staff evaluations

- 49% feel fairly prepared
- 13% feel somewhat prepared
- Just 1% feel not prepared



Evaluating your teachers

Universally, input for teacher evaluation is gathered via classroom visits; **virtually all of you also use teacher conferences (97%) and student metrics (93%).**

- In addition, **82%** use technology-assisted evaluation systems, such as on-line or web-based tools, to store information for evaluations, along with performance portfolios and/or documentation logs that include teacher-selected artifacts.
- Just over half of you gather input from parents (**54%**) and students (**53%**) as part of the evaluation process.

By far, classroom observations are considered your most valuable tool. 98% of you say they are extremely valuable – nothing else comes close.

- Other measures you consider to be of high value:
 - Input from Assistant Principals (for those who have them) – 76%
 - Metrics and data points - 65%
 - Pre-evaluation teacher conference – 62%
 - Technology-assisted evaluation systems – 62%
- **Less valuable measures:** Performance portfolios are only rated as highly valuable by about half those who use them; even fewer (about 1/3) of those who use student and parent surveys think they add significant value.

As a group, you conduct an average of 4.7 classroom observations per teacher, per year.

The majority of you (**58%**) conduct between 2-4 observations of each teacher during the year. **However, nearly 1 in 5 observe your teachers much more frequently – 10 or more times.**

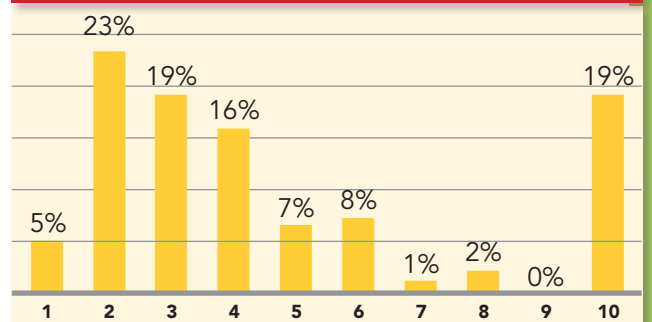
Your tips for improving teacher evaluations:

The largest number of suggestions stressed the importance of making classroom visits a top priority.

Some best practices you shared include:

- Start walkthroughs and observations early in the year.
- Conduct as many brief, “pop in,” non-evaluative visits as possible throughout the year to set a collaborative tone.
- Block out regular time for classroom visits on your schedule; make it non-negotiable.
- Use tools such as Google docs or iPads to streamline note-taking.
- Look for student output, not just the teacher’s process.
- Provide rapid feedback and meaningful discussions after formal and informal observations.
- Make feedback actionable and tie it to professional development where possible.

Number of teacher observations per year



Your OWN performance evaluation

Who is responsible for conducting your own job performance evaluation?

- 60% Superintendent or Area Superintendent
- 17% Assistant Superintendent
- 18% District Administrator
- 5% Other (school board, Executive Director, etc.)

Who else provides input?

- 62% Your teachers
- 36% Other school staff
- 25% Parents
- 13% Students

The role of Student Academic Achievement: It's still a big question!

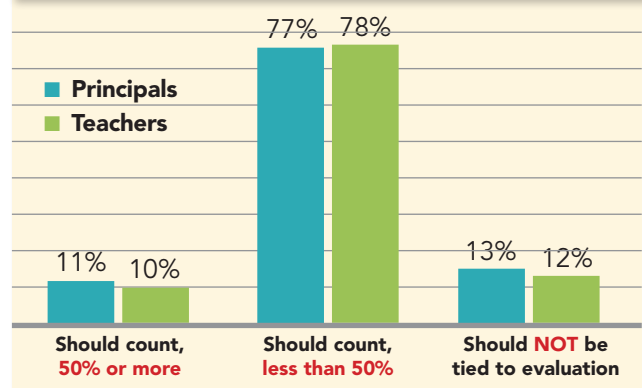
Currently, there is considerable variation in how much weight this measure carries in the evaluations of both teachers and principals.

At one end of the spectrum: **20% of you say it now accounts for more than half of a principal's evaluation vs. 9% who say the same for teachers.**

At the opposite end: **25% of you report it is not factored in at all – for teachers or principals.**

Ideally, how important a factor should academic achievement be? If you were making the call, nearly all would include it as an evaluation factor for both teachers and principals, but it would not be the dominant factor.

In your opinion, how important a factor SHOULD academic achievement be?



Checking in on your work life...

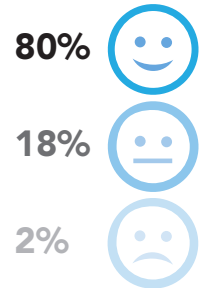


You are still working a lot of hours.

Less than 40: 1% **60-70:** 29%
40-50: 16% **70+:** 11%
50-60: 43%

Some good news:

Your job satisfaction remains high and even appears to be on the rise. (Positive scores are up by 9% from the October survey!)



And lastly – you shared some great inspirational words that you use with your staff, students, and yourself!

Here are a few nuggets that were among the most often quoted:

"If a child can't learn the way we teach then maybe we should teach the way they learn."

Ignacio Estrada

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

John Quincy Adams

"Education is the most powerful weapon that you can use to change the world."

Nelson Mandela

"Students don't care how much you know until they know how much you care."

John Maxwell

"Be the change you want to see in the world."

Mahatma Gandhi

"My teacher thought I was smarter than I was – so I was!"

A six year old

"Educating the mind without educating the heart is no education at all."

Aristotle