Multidimensional Leadership Assessment

Reframing Leadership Evaluation

Volusia County School District

June 6, 2011
As a leader, you have to stand for something. It is up to you to determine what that is.
The Multidimensional Leadership Assessment System

- Overview
  - Research
  - PRESTO
  - Dimensions
  - Ratings
  - Assessment Components
  - VSEL: Volusia System for Empowering Leaders
This overview is meant to be a reflection of current practices within your system-building, department, and entire district and what is required to change to a new system of evaluation.
Based on research...

Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto
Data Collection

- Largest of its kind to date
- 9 states
- 43 school districts
- 180 elementary, middle, & high schools
Data Collection

✓ Survey Data
  ✓ 8,391 teachers
  ✓ 471 school administrators

✓ Interview data
  ✓ 581 teachers & administrators
  ✓ 304 district level
  ✓ 124 state personnel

✓ Observation Data
  ✓ 312 classrooms
Leadership is second only to classroom instruction as an influence on student learning.
“To date we have not found a single case of a school improving student achievement in the absence of talented leadership.”
Leadership has two core functions:

1. Providing direction
2. Exercising influence
Leadership practices targeted directly at improving instruction have significant effects on teachers’ working relationships and indirectly on student achievement.
The difference in performance between students who are assigned three effective teachers in a row versus those assigned to three ineffective teachers in a row is... 

49 percentile points.

The degree of leader involvement in classroom observations and feedback is associated with higher-performing schools.

Robinson, 2007
A sense of being left alone in the classroom frequently resulted in a loss of respect for the principal and sub-par performance by teachers.

Jorgenson & Peal, 2008
Nearly 60% of a school's impact on student achievement is attributable to principal and teacher effectiveness with principals accounting for 25% and teachers 33% of a school’s total impact on achievement.

2 Minute Reflection

In what ways do your current evaluation practices reflect the research on the power of instructional leadership?
Visible Learning

Transformational Leaders

- Inspire teachers
- Focus on moral purpose
- Encourage collaboration to overcome challenges
- Set ambitious goals
Instructional Leaders

• Climate free of disruption
• System of clear objectives
• High standards of performance for teachers and students
• Clear summative and formative feedback to teachers
• Participates in teacher development
“There is, in fact, a substantial relationship between leadership and student achievement.” (2005)

“...when district leaders are carrying out their leadership responsibilities effectively, student achievement...is positively affected.” (2006)
# Leadership Responsibilities Needed for 2nd Order Change

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>The Extent to Which the Principal…</th>
<th>Average Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent</td>
<td>.28</td>
</tr>
<tr>
<td>Monitoring/Evaluating</td>
<td>Monitors the effectiveness of school practices and their impact on student learning</td>
<td>.27</td>
</tr>
<tr>
<td>Change Agent</td>
<td>Is willing to challenge and actively challenges the status quo</td>
<td>.25</td>
</tr>
<tr>
<td>Knowledge of Curriculum, Instruction, and Assessment</td>
<td>Is knowledgeable about current curriculum, instruction, and assessment practices</td>
<td>.25</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school’s culture</td>
<td>.24</td>
</tr>
<tr>
<td>Ideals/Beliefs</td>
<td>Communicates and operates from strong ideals and beliefs about schooling</td>
<td>.22</td>
</tr>
<tr>
<td>Optimizer</td>
<td>Inspires and leads new and challenging innovations</td>
<td>.20</td>
</tr>
</tbody>
</table>
### Superintendent Responsibilities

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Average $r$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-negotiable goals for achievement and instruction</td>
<td>.33</td>
</tr>
<tr>
<td>Board alignment and support of district goals</td>
<td>.29</td>
</tr>
<tr>
<td>Defined autonomy; superintendent relationship with schools</td>
<td>.28</td>
</tr>
<tr>
<td>Monitoring goals for achievement and instruction</td>
<td>.27</td>
</tr>
<tr>
<td>Use of resources to support the goals for achievement and instruction</td>
<td>.26</td>
</tr>
</tbody>
</table>
For some time now we have been saying that principals need to be instructional leaders, but we now know that the same is true for superintendents and central office staff.

McNulty & Besser 2011
Leaders Make It Happen
We know what effective leaders do however, **KNOWING** is not the problem, **DOING** is!
“Leaders and teachers give intellectual assent to the research, and then return to schools and classrooms and...nothing happens.”

Reeves, 2006, p. 90
Reality of School Leadership
North Carolina Center for School Development, 2001

- **Share** the vision
  - 60%  ➔  30%
- **Use** the vision
  - 68%  ➔  31%
- **Keep** the vision
  - 70%  ➔  27%
- **Monitor** the vision
  - 68%  ➔  28%

Reeves, 2004
2 Minute Reflection

With a partner decide on two reasons for the knowing doing gap in school leadership
Why leadership evaluation is broken
Perfect Storm in Leadership Evaluation

- National leadership crisis
- Acute and growing shortage of leaders
- Flawed evaluation systems
Leadership Evaluation is a MESS!
The leadership evaluations I have received were related to student achievement results. The leadership evaluations I have received were specific—I knew exactly how to improve performance and exactly what performance I should continue.
“During my last leadership evaluation, I had the opportunity to make suggestions to improve organizational support for me and my colleagues.”

50%
Evaluation Instruments are flawed

- Ambiguous statements
- Binary (Y or N)
- Unclear requirements
- Impossible standards
Effective leadership evaluations specify critical areas of leadership performance called **domains** of leadership, and clear identification of **performance levels** for each domain.

The Multidimensional Leadership Assessment (MLA)
Performance Levels

Highly Effective:

- Far beyond proficiency
- A model by which other leaders can aspire
- Organizational impact
- Performance is specifically defined, while leaving room for genuinely exemplary leaders to surprise and impress with their creativity and novel accomplishments!

Peak Performer
Performance Levels

Effective

- Meets organizational needs
- The vast majority of leaders
- Attaining an effective performance rating is challenging & difficult
- The effective rating takes on new power and meaning when consistently applied
Performance Levels

Needs Improvement

• Progressing towards effective
• Understand what is required for success & willing to work toward that goal
• Readily accept coaching & support from supervisors & mentors
Performance Levels

Unsatisfactory

• Not making progress
• Do not understand what is required for proficiency and/or demonstrate an unwillingness to accept coaching & support to become effective
• Can have a negative impact on staff morale & stakeholder relationships
## Performance Continuum

### Generic Scale

<table>
<thead>
<tr>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership performance at this level is dramatically superior to “Proficient” or “Effective” in its impact on students, staff members, parents, and the school district. The leader helps every other element within the organization become as good as they are.</td>
<td>Leadership performance at this level has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school.</td>
<td>Leadership performance at this level shows potential but lacks sufficient proficiencies to improve student learning, instructional practice and/or other responsibilities. The leader understands what is required for success, is willing to work toward that goal, and, with coaching and support, can become proficient within a reasonable time.</td>
<td>Leadership performance at this level is inadequate. The leader does not demonstrate understanding of what is required for proficiency or they have demonstrated unsatisfactory proficiency through their action and inaction.</td>
</tr>
</tbody>
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2 Minute Reflection

In what ways are you willing to adopt a new model of leadership evaluation"
Criteria for a Multidimensional Leadership Assessment
Presto

Speed, clarity, and adaptability
## A Robust Evaluation System

<table>
<thead>
<tr>
<th>MLA Characteristic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proactive</strong></td>
<td>It starts before the first day on the job</td>
</tr>
<tr>
<td><strong>Reciprocal</strong></td>
<td>It gives the leader the opportunity to provide feedback to the organization</td>
</tr>
<tr>
<td><strong>Empowering</strong></td>
<td>Leaders have the authority to make decisions that will improve their effectiveness</td>
</tr>
<tr>
<td><strong>Standards-based</strong></td>
<td>Success is not a guessing game, as the standards for “highly effective” or “effective” leadership are clear</td>
</tr>
<tr>
<td><strong>Truthful</strong></td>
<td>Feedback is honest and accurate</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Leadership behaviors are a matter of description, not conjecture</td>
</tr>
</tbody>
</table>
A New Evaluation Model
Volusia System for Empowering Leaders (VSEL)
VSEL Matrix

- 10 Leadership Dimensions with sub-dimensions to provide clarity
- Performance ratings or levels
- Anchor of the process
VSEL MLA Framework

Domain

1.0 Resilience

Sub-domain

1.1
1.2
1.3
1.4
1.5
10 Leadership Domains

Resilience

Personal Behavior/Professional Ethics
Student Achievement

Decision-making
Communication

Faculty Development
2 Minute Individual Reflection
Discuss one question you have at this time
MOU section (D)(2)(ii) requires that “the LEA will submit teacher and principal evaluation systems to the department for review and approval.” The following checklist combines the Race to the Top (RTTT) requirements for developing principal evaluation systems with those required in section 1012.34, Florida Statutes. This checklist will assist LEAs in ensuring that they have met the requirements for the RTTT grant in this area, while also satisfying requirements for Florida Statutes and State Board Rule. The checklist will also speed the review process.

DIRECTIONS:
1. For each component of the evaluation system shown on the left, provide the page number(s) where that component is addressed in your evaluation system documentation. If more than one document is included in your submission, note the title of the document as well as the page number(s).
2. Submit this checklist with your district’s evaluation system documentation June 1, 2011 for district’s whose Scope of Work requires a year 1 submission.
3. Documentation submitted for review and approval for initial implementation in 2011-12 is to be sent in digital format no later than June 1, 2011, 11:59 PM EST to RacetotheTop@fldoe.org.

A digital version of this checklist is provided on the Race-to-the-Top website (http://www.fldoe.org/ARRA/RacetotheTop.asp). Questions and clarification on the review process may be sent to john.moore@fldoe.org.

<table>
<thead>
<tr>
<th>EVALUATION SYSTEM COMPONENTS</th>
<th>SOURCES</th>
<th>DOCUMENT NAME &amp; PAGE #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I. System Components Referenced both by the RTTT Memorandum of Understanding (MOU) and Florida Statutes</td>
<td>Sources – Citations (refer to MOU, statutes and rules for specifics)</td>
<td></td>
</tr>
<tr>
<td>1. Student growth measure: Documentation should include:</td>
<td>MOU (D)(2)(ii) and (ii) - The principal evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the principal evaluation system... Student achievement or growth data evaluation component as defined in the grant must account for at least 50%</td>
<td></td>
</tr>
</tbody>
</table>
Keys to Improved Leadership Performance

Feedback is only effective if it is:

- **Accurate** – based on objective evidence and clear performance descriptors sufficiently clear that different evaluators come to the same conclusion.

- **Constructive** - designed not just to evaluate people, but to improve performance.

- **Timely** - provide soon after the performance and with the ability provided to the leader to use the feedback to improve.
Learning Activity #8
Group Reflection

Peruse the FMLA Matrix and assess Sylvia’s performance in Dimension 3.0: Student Achievement. Be prepared to respond individually as to the reason for your score on that dimension. Group reports out in 15 minutes.
10 Leadership Domains

- Resilience
- Personal Behavior and Professional Ethics
- Student Achievement
- Decision-making
- Communication
- Faculty Development
- Leadership Development
- Time/Task/Project Management
- Technology
- Personal Professional Learning
VSEL Matrix Reflection Guide
“It turns out that simple plans work best—those with a direct focus on straightforward actions and opportunities.”

Schmoker, 2006
FMLA Professional Growth Plan

Name of Principal: ___________________________ Date: ___________________________
School: ___________________________ School Year: ___________________________

1. Schoolwide Problem-of-Practice:
2. Theories-of-Action:
3. SMART Goal #1 Statement:
4. Leadership Implementation Strategies
   IF I increase the percent of (insert your 1-2 measurable leadership strategies)
   THEN I expect to see a measurable (percent) increase student learning results...
5. Related Sub-dimension:
6. Desired Benefits
   (Create descriptors of successful strategy implementation as well as improvements to be seen in staff practices and student work)
    Sources of Data to Monitor
   (Insert what data you will to monitor to determine)

What are some things you anticipate you will need to do to ensure success?
VSEL Coaching Protocol
VSEL Evaluation
### VSEL Final Evaluation

<table>
<thead>
<tr>
<th>VSEL Dimensions</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 1: Resilience</td>
<td>5%</td>
</tr>
<tr>
<td>Dimension 2: Personal Behavior and Professional Ethics</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Dimension 3: Student Achievement</strong></td>
<td>10%</td>
</tr>
<tr>
<td>Dimension 4: Decision Making</td>
<td>5%</td>
</tr>
<tr>
<td>Dimension 5: Communications</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Dimension 6: Faculty Development</strong></td>
<td>30%</td>
</tr>
<tr>
<td><strong>Dimension 7: Leadership Development</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Dimension 8: Time/Task/Project Management</td>
<td>5%</td>
</tr>
<tr>
<td>Dimension 9: Technology</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Dimension 10: Personal Professional Learning</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
This new evaluation model is designed for:
Administrators / Leaders
Phase I 2011-12 School Year

- Two Area Superintendents Evaluate Principals
- Principals Evaluate Assistant Principals

High Schools: Atlantic, Pine Ridge
Middle Schools: Campbell, Hinson, Southwestern, Heritage,
Elementary: Osteen, Manatee, Cove, Freedom, Pride, Westside, Palm, Terrace, Pine Trail, Read-Pattillo
Phase II 2012-23 School Year

- All Volusia school principals and assistant principals
- All Volusia instructional administrators
The critical variable for professional learning is **DEEP IMPLEMENTATION**

Source: Reeves (2010). *Transforming professional development into student results*. Alexandria, VA: ASCD.
We must not “fail to recognize that the development of the knowledge and skills required for exemplary leadership performance takes time, practice, feedback, coaching, and evaluation. By identifying, documenting, and replicating the strengths of our most effective leaders, organizations will build confidence, improve morale, and lay the foundation for generations of successful performance.”

Reeves (2009) p. 100
Leadership Focus Summary

Doing the Right Things, Right Now!!

The Main Thing…. is to Keep the Main Thing…. the Main Thing

Weed the Garden for Deep Implementation
Questions and Discussion

The Leadership and Learning Center
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