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COMPONENT 1

Review of program objectives and goals

What is the program trying to achieve? Articulating the intended program outcomes and strategies will provide a foundation to ensure the whole evaluation process focuses on these objectives.

FOCUS AREA

What are the program's objectives and goals?

Read more

FOCUS AREA

How does the program design contribute to achieving the program objectives and goals?

Read more

TOOLS

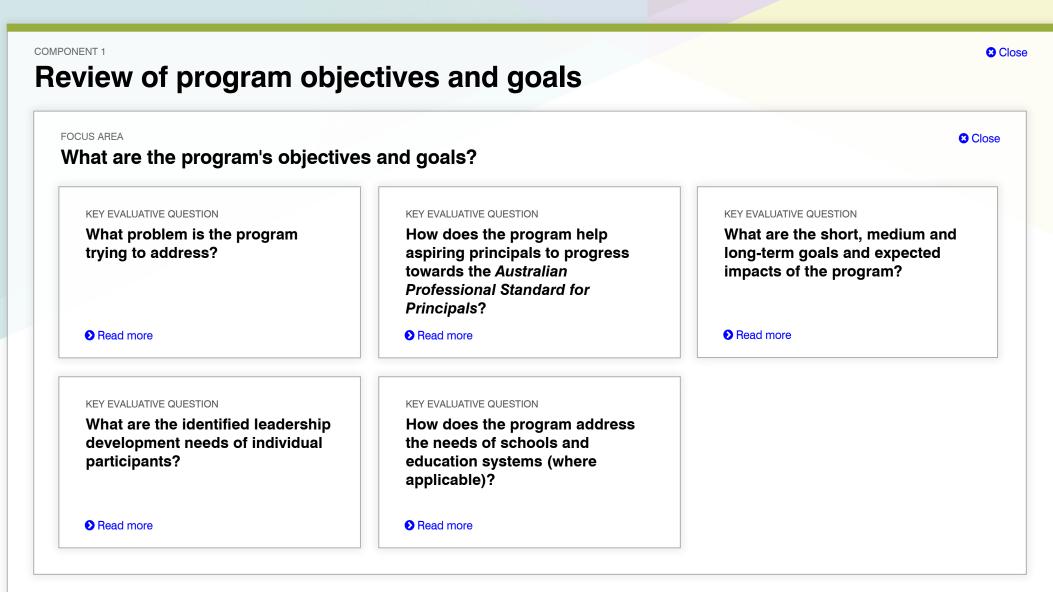
Evaluation tools for Component 1

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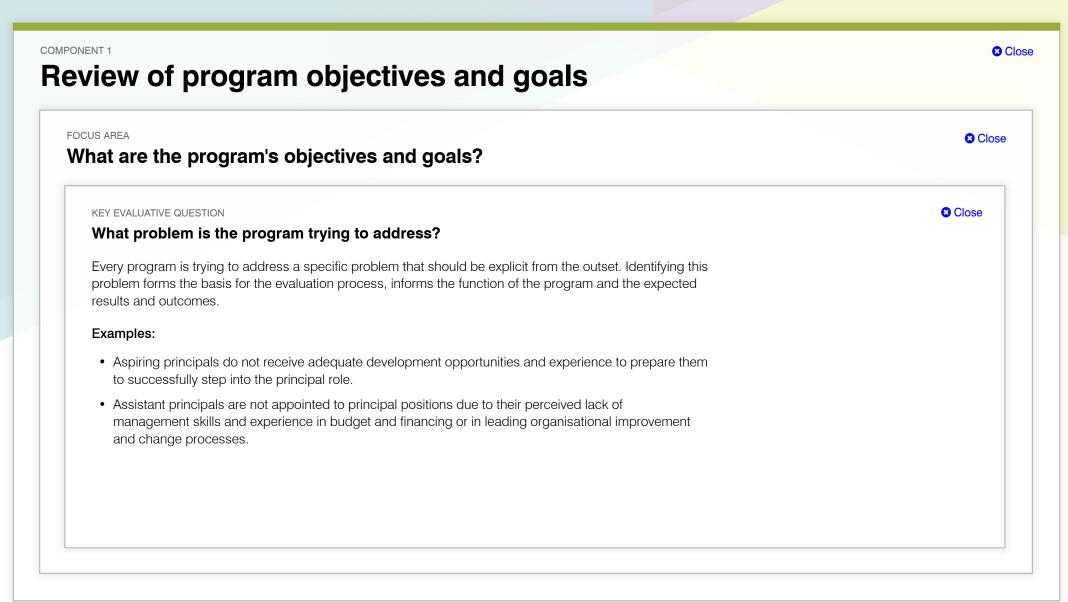


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COMPONENT 1 Close Review of program objectives and goals **FOCUS AREA** Close How does the program design contribute to achieving the program objectives and goals? KEY EVALUATIVE QUESTION KEY EVALUATIVE QUESTION What external factors (e.g., policy What are the assumptions behind environment, workforce planning) how and why the identified may impact the program's ability strategies will work? to achieve its objectives? Read more Read more KEY EVALUATIVE QUESTION How is the program designed and structured to ensure it achieves its objectives? Is the program design systematic, evidence-based, coherent and standards-based? Read more

















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COMPONENT 1 Close Review of program objectives and goals **FOCUS AREA** Close What are the program's objectives and goals? Close KEY EVALUATIVE QUESTION How does the program help aspiring principals to progress towards the Australian Professional Standard for Principals The Australian Professional Standard for Principals describes what school If this is your first time exploring the Standard and Profiles, this video principals must know, understand and do to succeed in their work. All is a good place to start. principal preparation programs should help aspiring principals meet the ♣ Find out how to use the Standard and Profiles requirements of the Standard. Some programs may focus on a particular element within the Standard to address a specific problem or the individual development needs of aspiring principals. Landard PDF Download the Principal Standard PDF The requirements and practices of the Standard are described and arranged along developmental pathways of increasing proficiency in the Leadership Profiles. The Profiles can help providers identify and articulate desired proficiency levels, and inform how the program intends to foster this development. Explore the development pathways of the Profiles





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COMPONENT 1

Close

Review of program objectives and goals

FOCUS AREA

What are the program's objectives and goals?

KEY EVALUATIVE QUESTION

Close

Close

How does the program address the needs of schools and education systems (where applicable)?

First seek to understand the requirements of leaders in the schools in which their graduates will work. Then tailor the objectives and goals of the program to those of schools and the education system (where applicable).

Examples:

- The Queensland Department of Education and Training's Take the Lead program was part of a strategy to recruit principals in small schools
- The Catholic Education Office Melbourne's Women in Leadership program is designed to address the shortage of female principals.

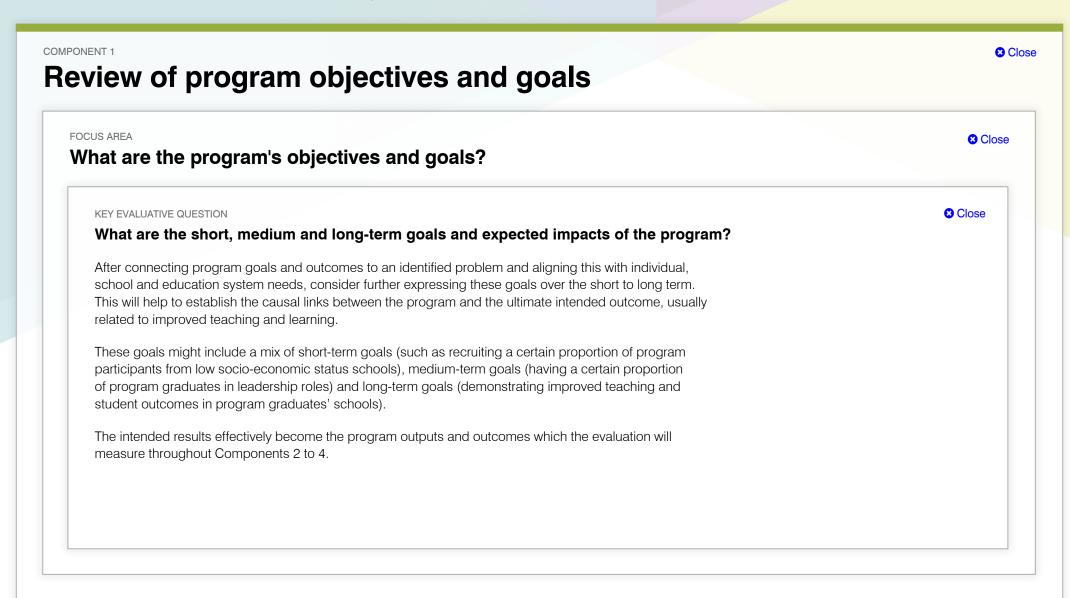
The evaluation process can assist program providers, schools and system leaders to work together to ensure programs are supporting aspiring principals to develop skills, knowledge and capabilities to be successful in their new role.

Some of the factors to discuss include:

- strategic priorities
- talent management and identification processes
- workforce supply and demand issues
- school and system support for the program including funding, time release and other resources that may impact on the types of learning activities in the program.

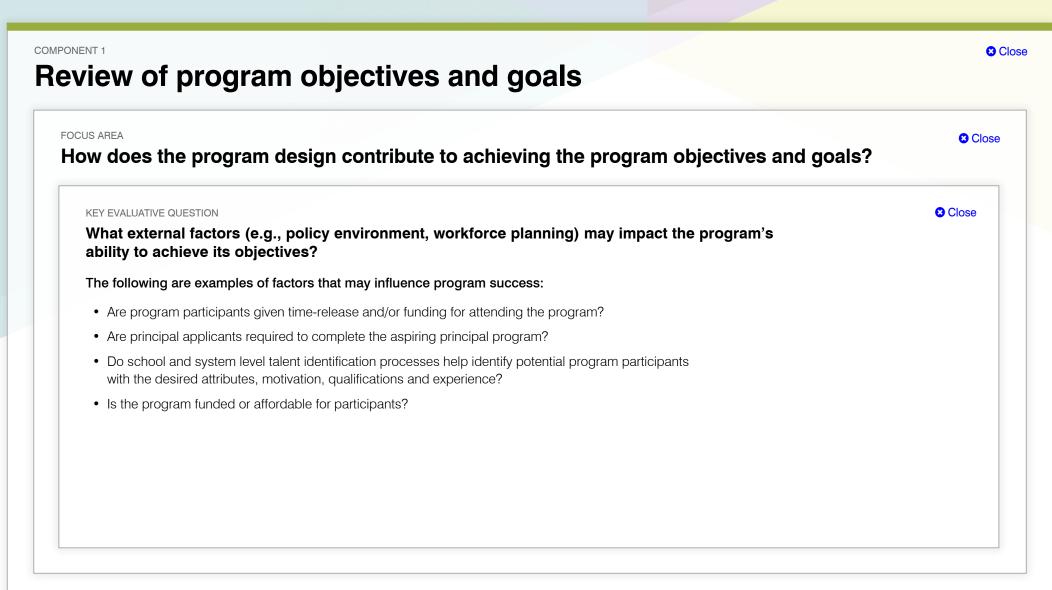






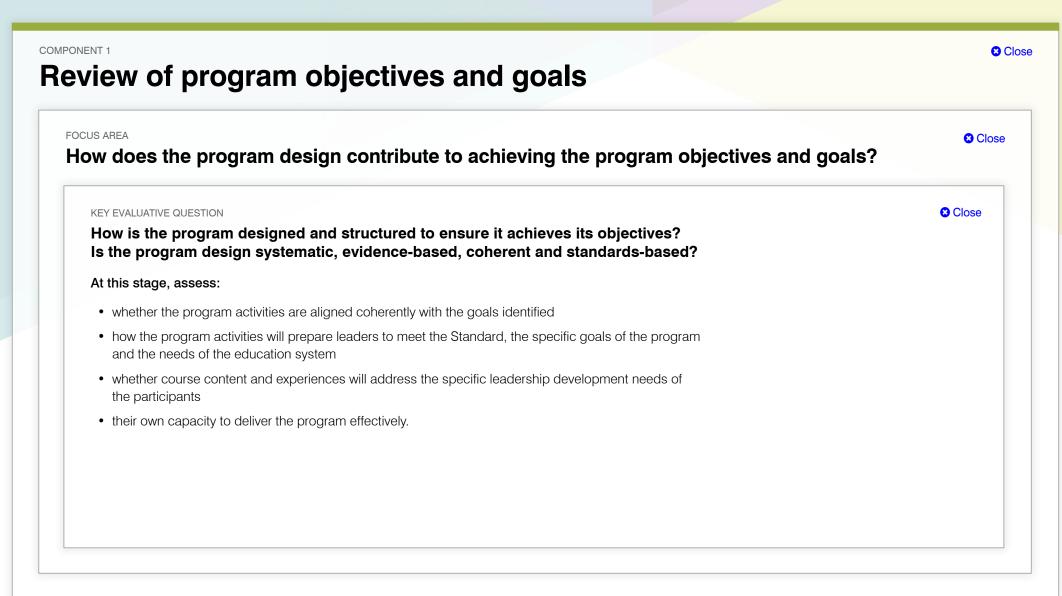






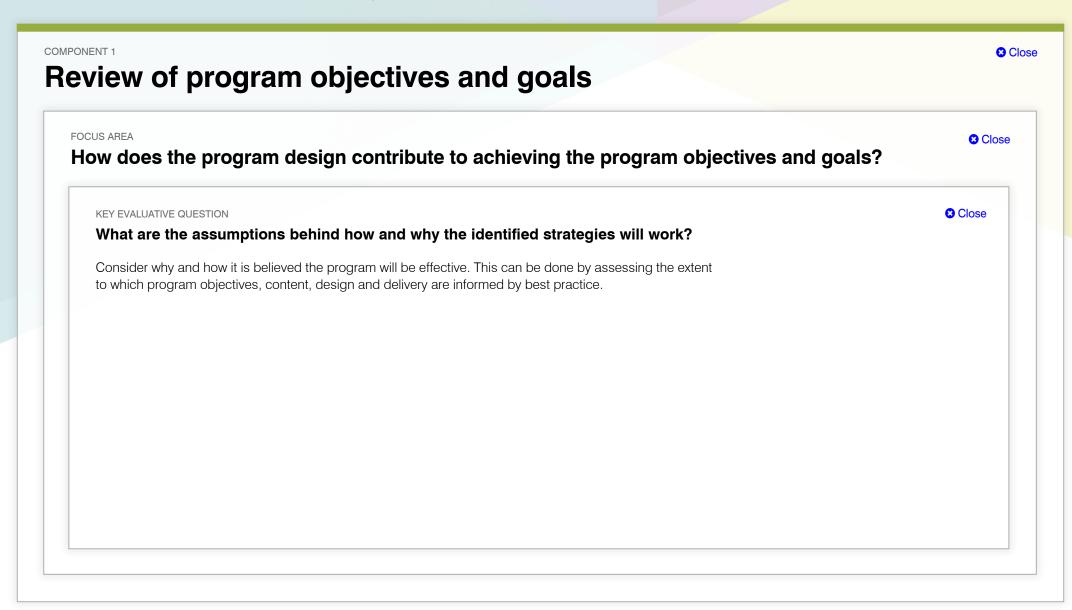
















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COMPONENT 2

Close

Evaluation of selection processes

Who should participate in the program? Assessment of application and selection strategies and processes will determine whether the program identifies people with high potential and whether further investment in talent identification strategies are required.

FOCUS AREA

What are the desired program participant attributes?

Read more

FOCUS AREA

Do the attraction and selection processes deliver the desired program participants?

Read more

TOOLS

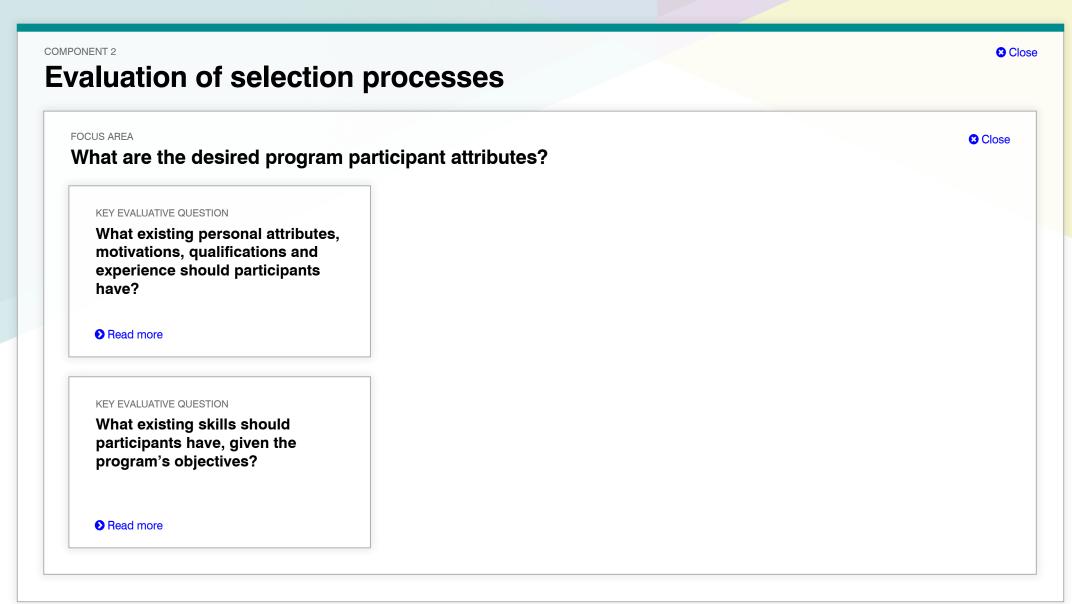
Evaluation tools for Component 2

Read more



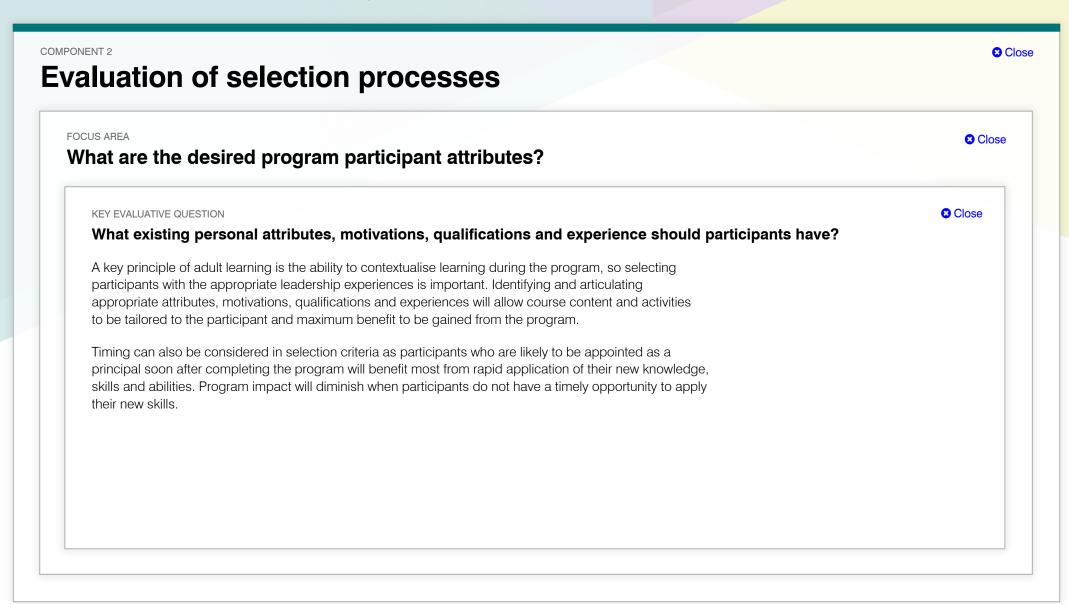
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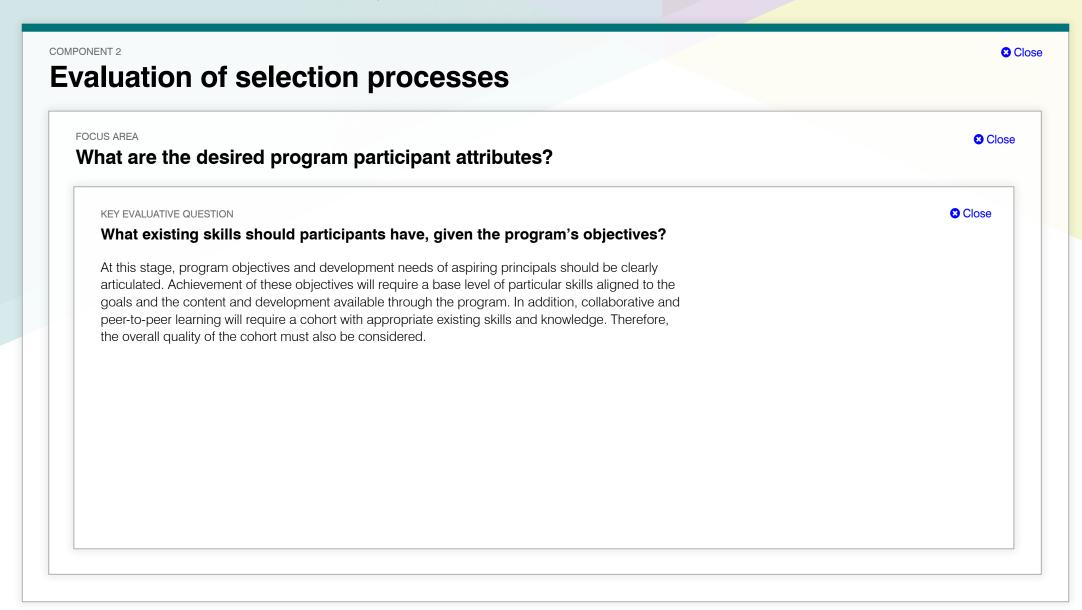
















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COMPONENT 2 Close **Evaluation of selection processes FOCUS AREA** Close Do the attraction and selection processes deliver the desired program participants? Close KEY EVALUATIVE QUESTION Do the program attraction and selection processes result in participants who have the desired attributes, motivations, skills, qualifications and experience? Once the characteristics of the ideal program participant have been determined, this can be compared with data on participants who are actually selected for the program. Where discrepancies are found, consider these questions for guidance: • Are attraction processes generating sufficient demand and a broad candidate pool? • Should provider selection replace candidate self-selection to deliver a stronger candidate pool? • Are the tools used for selection processes valid and effective or do they require cross-validation and a review of their underpinning assumptions? • Are selection criteria well aligned with the overall program goals? • Do selection processes take into account principles of equity and diversity to overcome any subjective biases and select the best possible candidates?





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COMPONENT 3

Evaluation of program content, design and delivery

How effectively is the program designed and delivered? Evaluation will determine whether program content aligns with goals and a strong evidence base, and whether experiences are tailored to individual learning needs with opportunities for practical experiences and peer learning.

FOCUS AREA

Is the program content coherent and relevant?

Read more

FOCUS AREA

Are there effective assessment practices and measures of participant growth?

Read more

FOCUS AREA

Is the program design and delivery high quality and based on evidence of what works?

Read more

FOCUS AREA

Do program graduates feel the program was worthwhile and that they developed new skills?

Read more

TOOLS

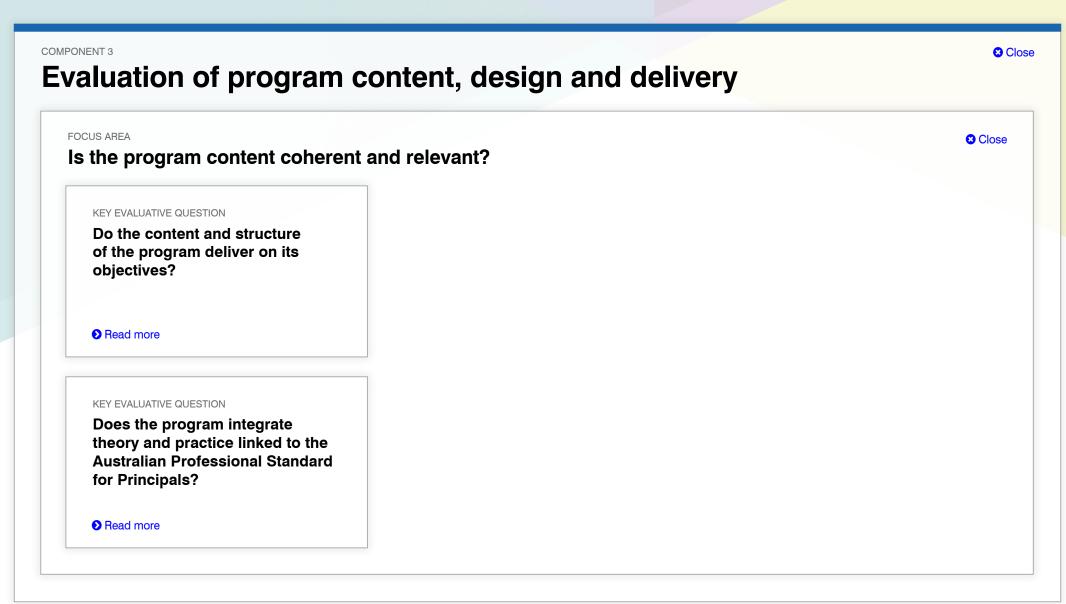
Evaluation tools for Component 3

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How to assess and improve your principal preparation programs

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COMPONENT 3 Close Evaluation of program content, design and delivery **FOCUS AREA** Close Is the program design and delivery high quality and based on evidence of what works? KEY EVALUATIVE QUESTION KEY EVALUATIVE QUESTION KEY EVALUATIVE QUESTION Does the program provide a Does the program provide Are there processes to support learning development process significant opportunities to learn the ongoing development of program graduates? that takes into account the needs, from experts and practitioners? career stage, prior learning and context of individual participants? Read more Read more Read more KEY EVALUATIVE QUESTION KEY EVALUATIVE QUESTION Are there opportunities for Is the content, structure, and delivery of the program coherent practical experience and applied and grounded in evidence-based learning? research and best practice? Read more Read more





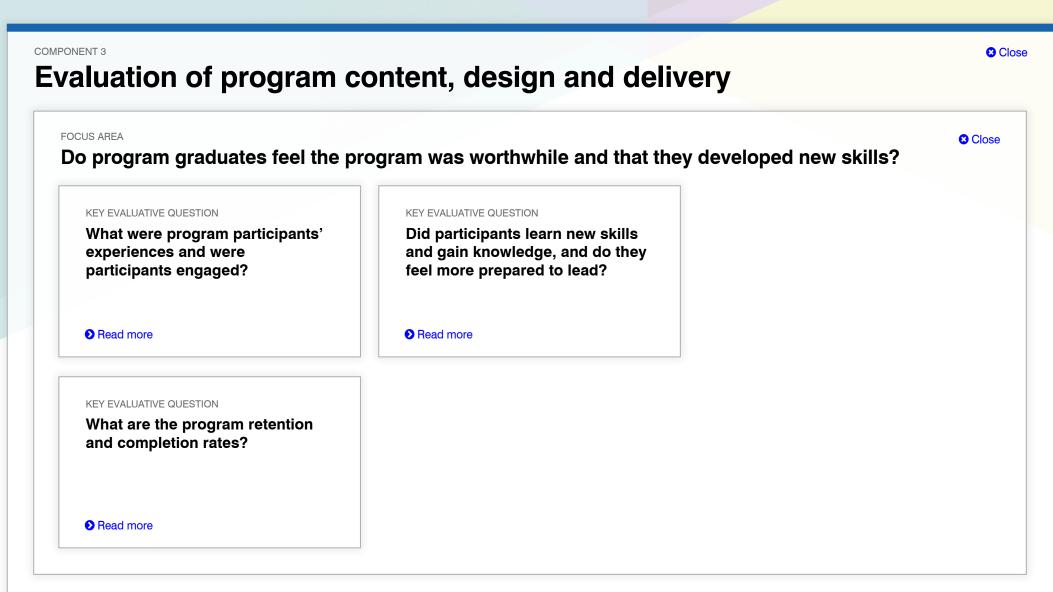
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COMPONENT 3 Close Evaluation of program content, design and delivery **FOCUS AREA** Close Are there effective assessment practices and measures of participant growth? KEY EVALUATIVE QUESTION Does the program make good use of formative assessment and feedback processes? Read more KEY EVALUATIVE QUESTION Does the program use baseline measures and ongoing monitoring of program participants' growth? Read more



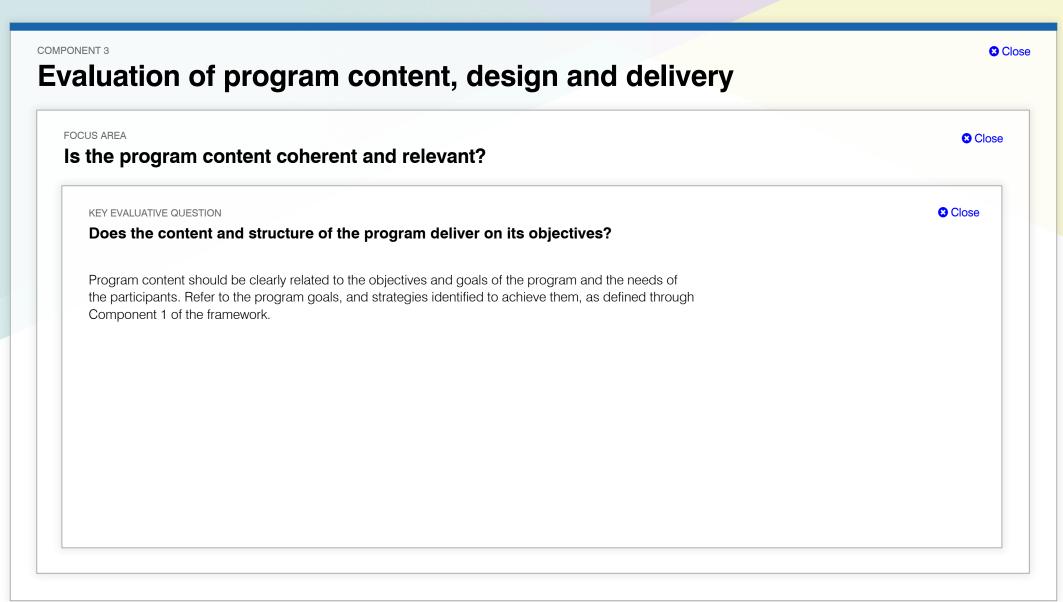


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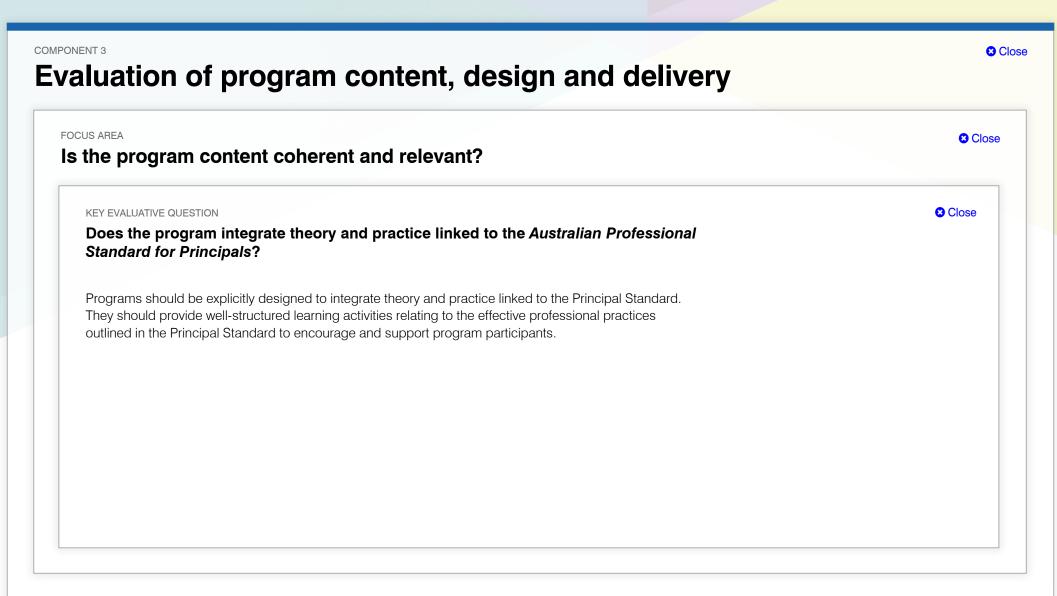






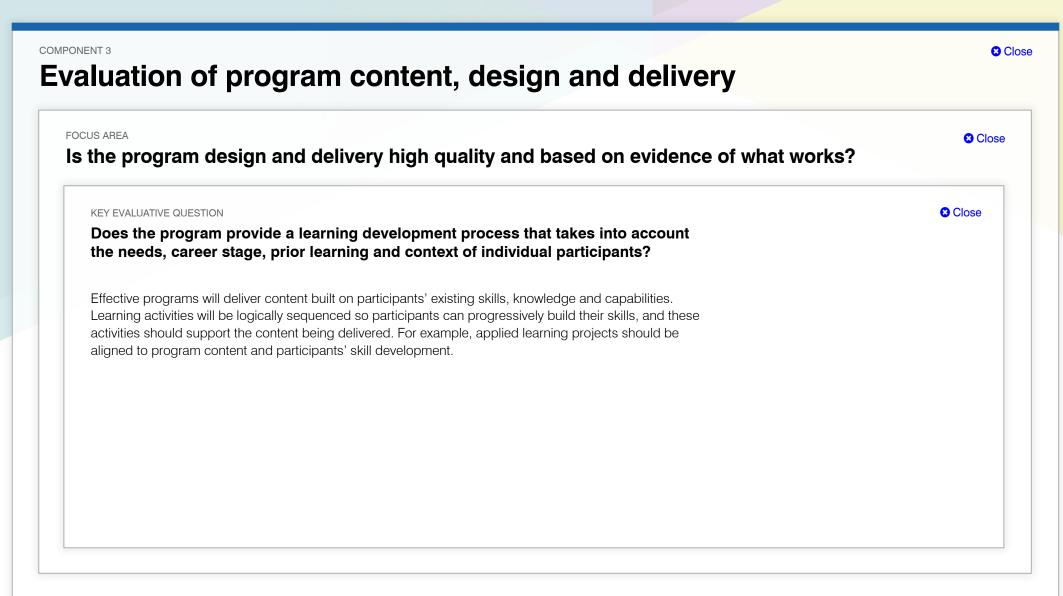














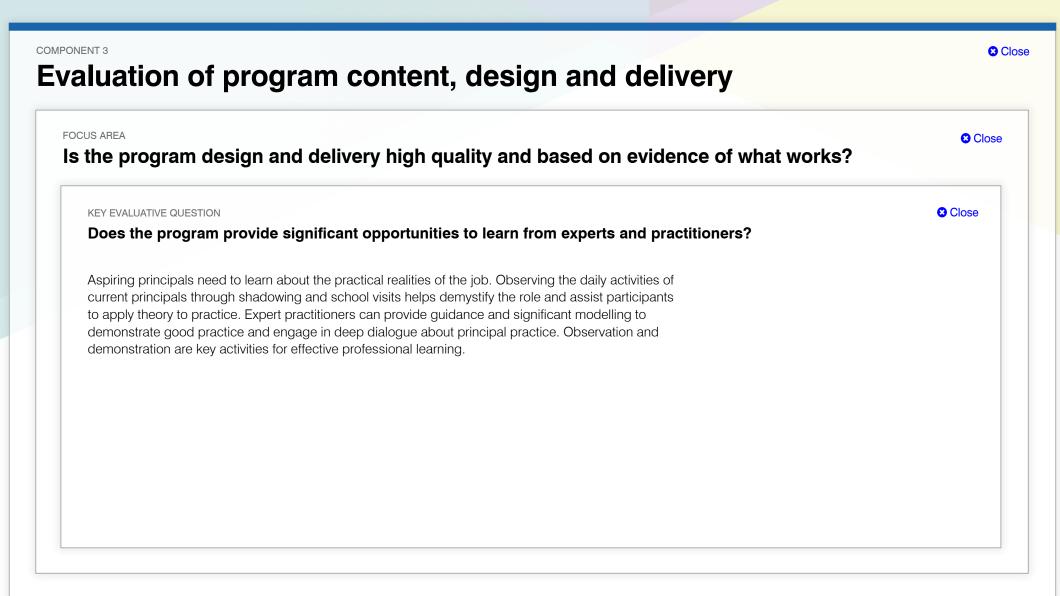


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COMPONENT 3 Close Evaluation of program content, design and delivery **FOCUS AREA** Close Is the program design and delivery high quality and based on evidence of what works? Close KEY EVALUATIVE QUESTION Is the content, structure, and delivery of the program coherent and grounded in evidence-based research and best practice? The course content, structure and delivery methods should be based on evidence of what works including opportunities for practice, feedback and reflection. Programs should be delivered by experts in the field. Evidence suggests that effective leadership development programs are based on adult learning principles and provide opportunities to apply new skills and knowledge, collaborate, gain feedback and receive ongoing support. These principles apply to all types of programs. For longer programs, a phased delivery helps participants to develop the skills they need in a cumulative manner. Longer-term programs can also make effective use of blended learning in a mix of learning experiences, which encourage feedback and reflection, and may include mentoring and coaching, learning from case studies, individual needs analysis and leadership diagnostic tools.

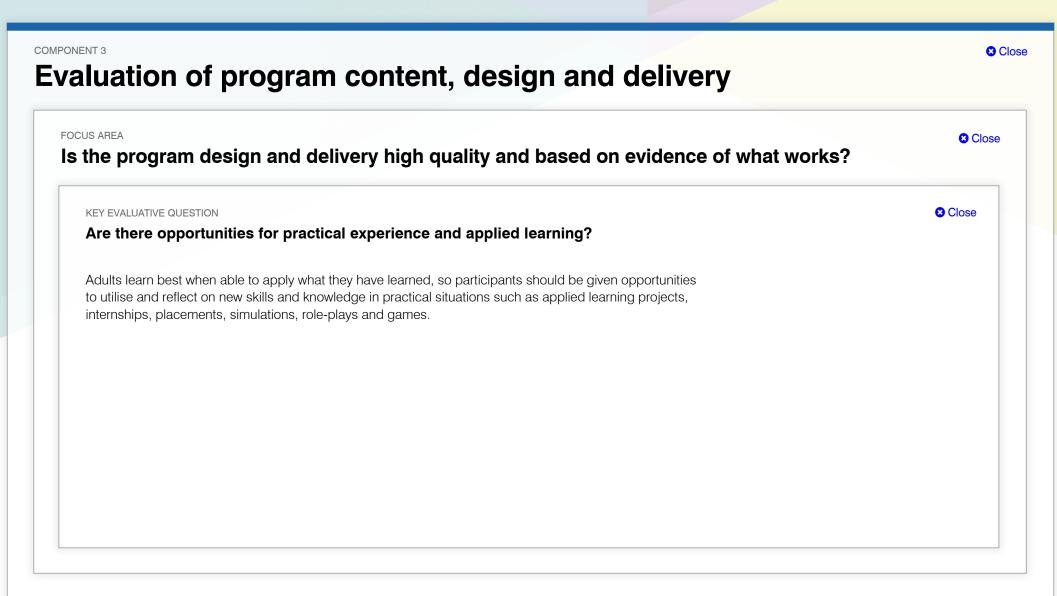






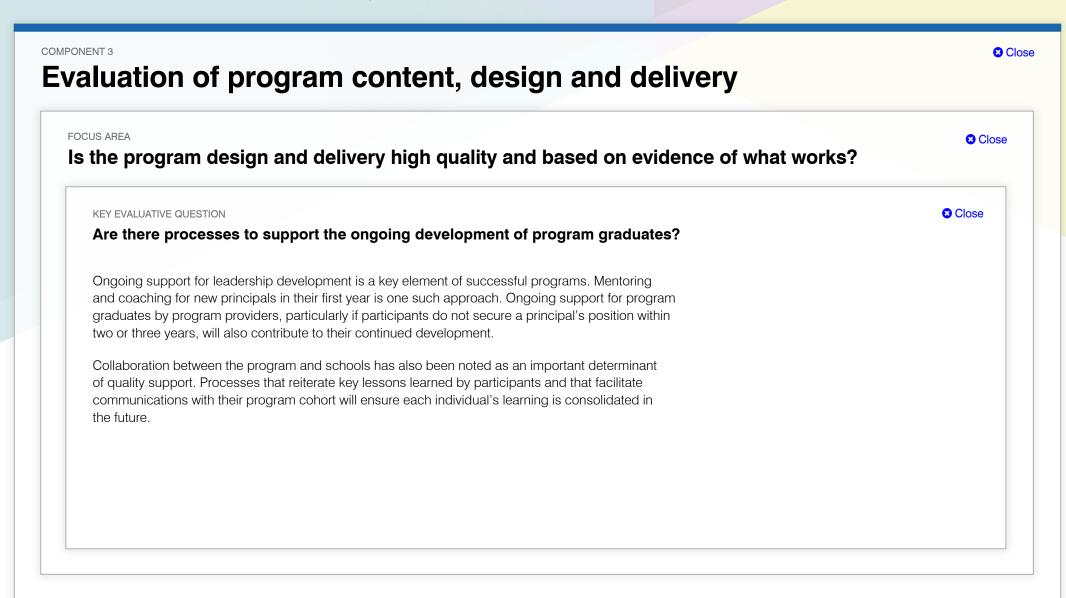














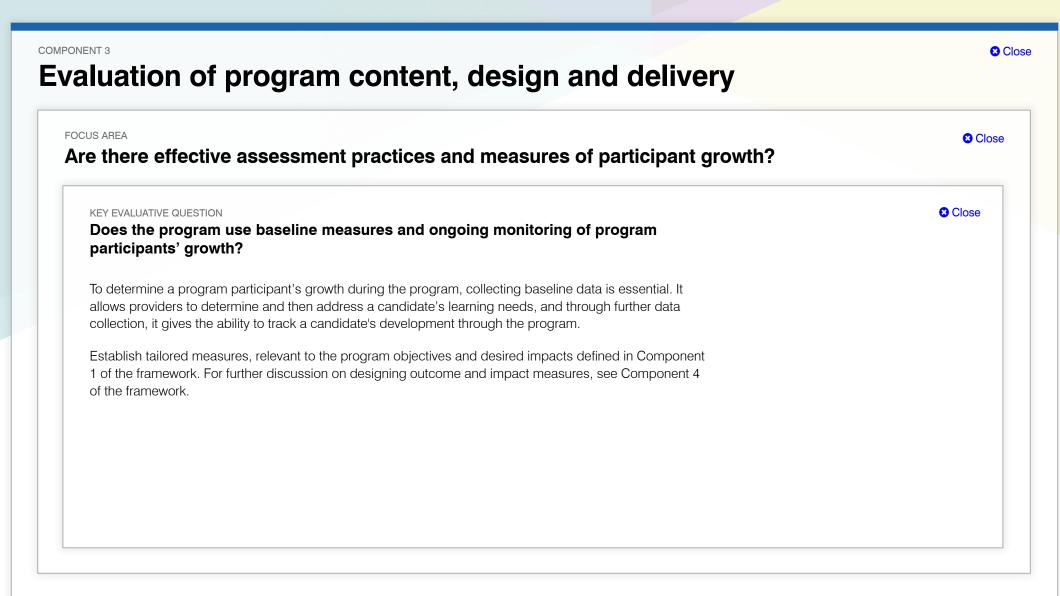


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COMPONENT 3 Close Evaluation of program content, design and delivery **FOCUS AREA** Close Are there effective assessment practices and measures of participant growth? Close KEY EVALUATIVE QUESTION Does the program make good use of formative assessment and feedback processes? Formative assessment and feedback are powerful learning tools that can drive improvement in both individuals and programs. Individuals can increase awareness of their own progress and ascertain areas for further leadership development. Providers can use formative assessment data to determine the effectiveness of components of their program, and make necessary adjustments to ensure that their program is constantly improving and meeting the set goals. Assessment and feedback processes are an important part of helping program participants learn. Review the evidence about effective feedback techniques, consistent with adult learning principles, as part of evaluating this item.

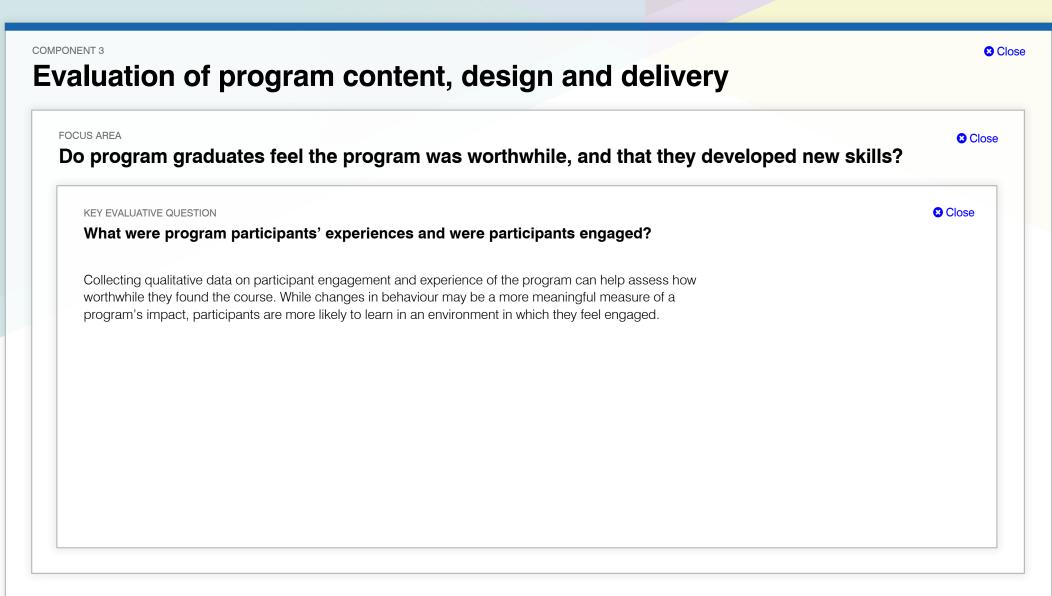






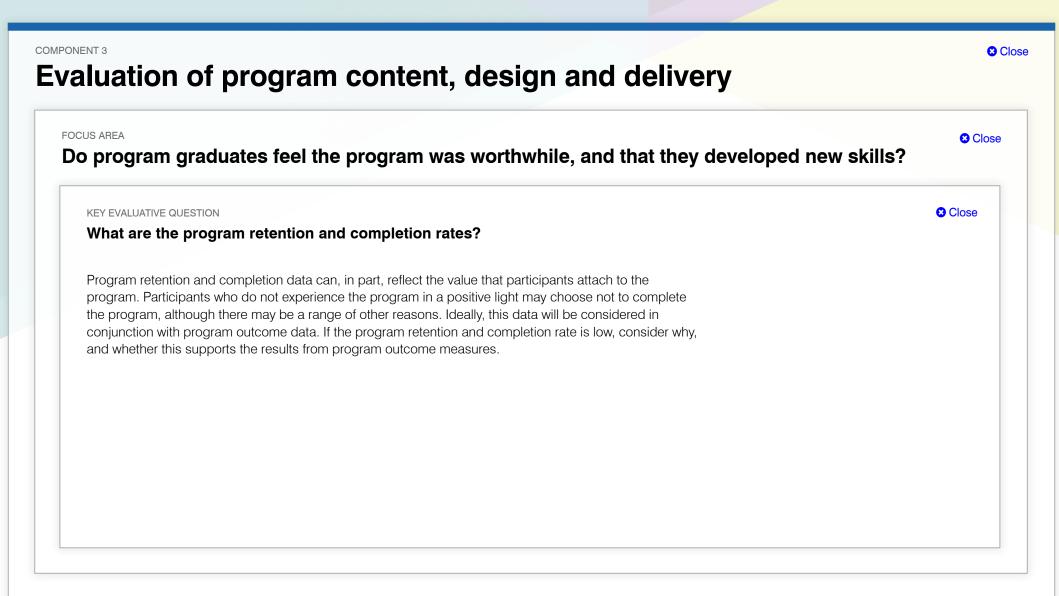






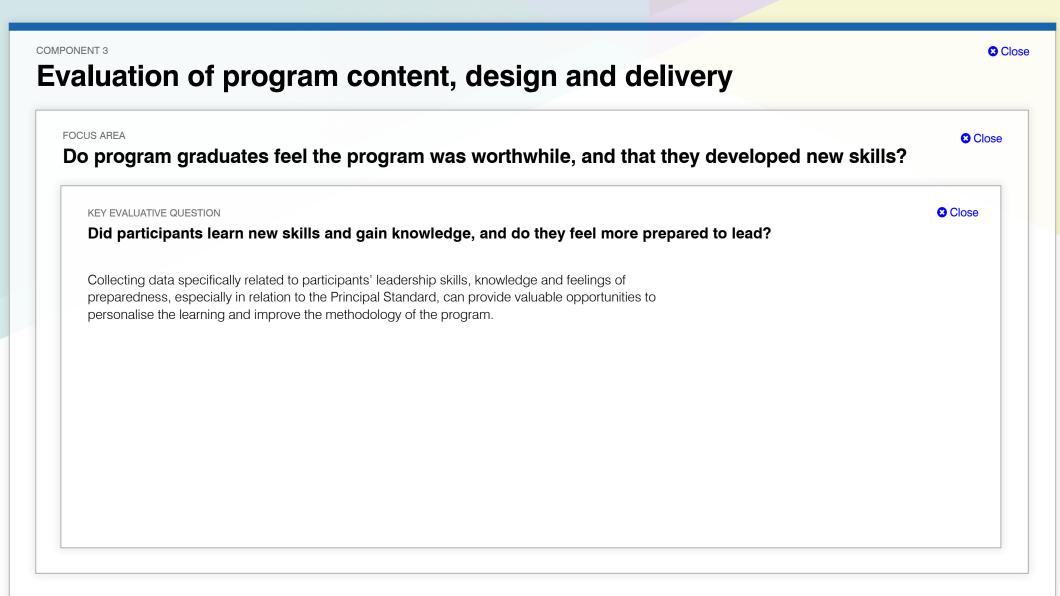
















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COMPONENT 4

Close

Evaluation of participant performance and outcomes

How will we know if the program has been successful? Evaluation must take place over time to determine how well it has achieved the intended short, medium and long-term outcomes. These outcomes may occur over a number of levels from changes in individual graduate behaviour, to their impact on teaching, student achievement, school culture and relationships, and their overall impact across the system.

FOCUS AREA

Did program graduates change their behaviour during and after the program?

Read more

FOCUS AREA

What are the impacts of program graduates on student outcomes?

Read more

FOCUS AREA

Did program graduates change leadership and teaching at their school?

Read more

FOCUS AREA

Has the program met its goals and had an impact on the education system?

Read more

TOOLS

Evaluation tools for Component 4

Read more





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FOCUS AREA

Evaluation of participant performance and outcomes

Did program graduates change their behaviour during and after the program?

KEY EVALUATIVE QUESTION

Did participants change the way they think and their leadership behaviour during and after the program?

Read more

KEY EVALUATIVE QUESTION

How have program graduates implemented specific learnings from the program in their leadership practice?

Read more

KEY EVALUATIVE QUESTION

Are program graduates working towards the Australian Professional Standard for Principals?

Read more





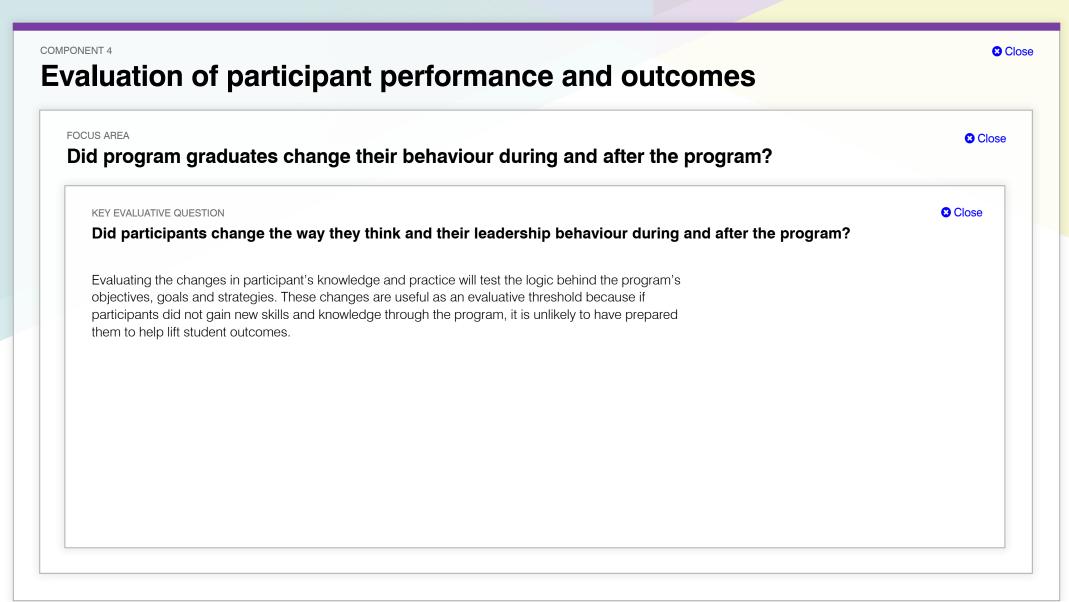
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COMPONENT 4 Close **Evaluation of participant performance and outcomes FOCUS AREA** Close Has the program met its goals and had an impact on the education system? KEY EVALUATIVE QUESTION Are program graduates applying for, and appointed to, principal positions, and are they having an impact on the system? Read more KEY EVALUATIVE QUESTION Did the program meet its short, medium and long-term goals defined in Component 1? Read more





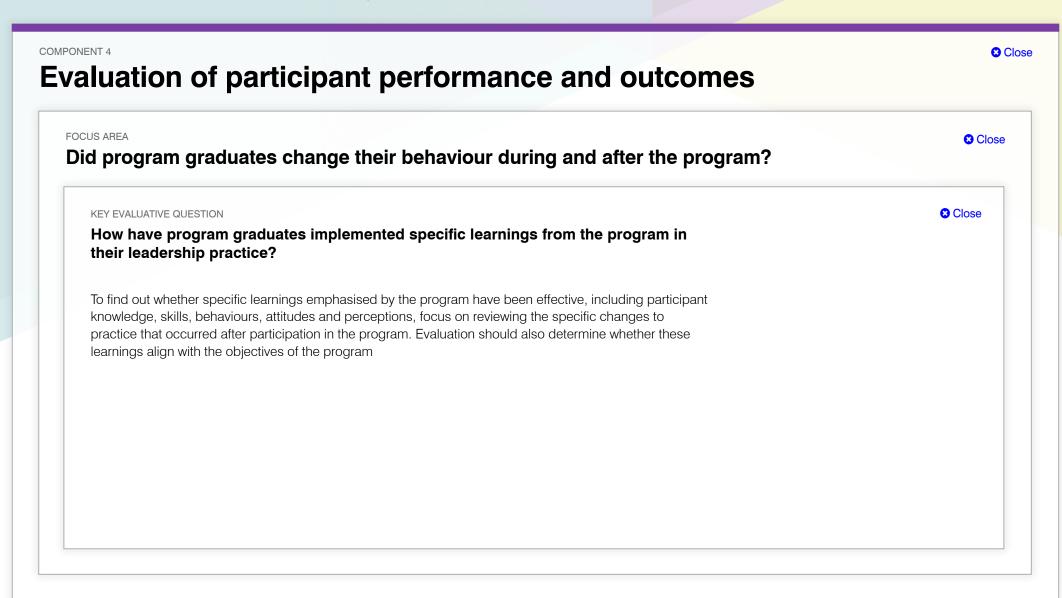
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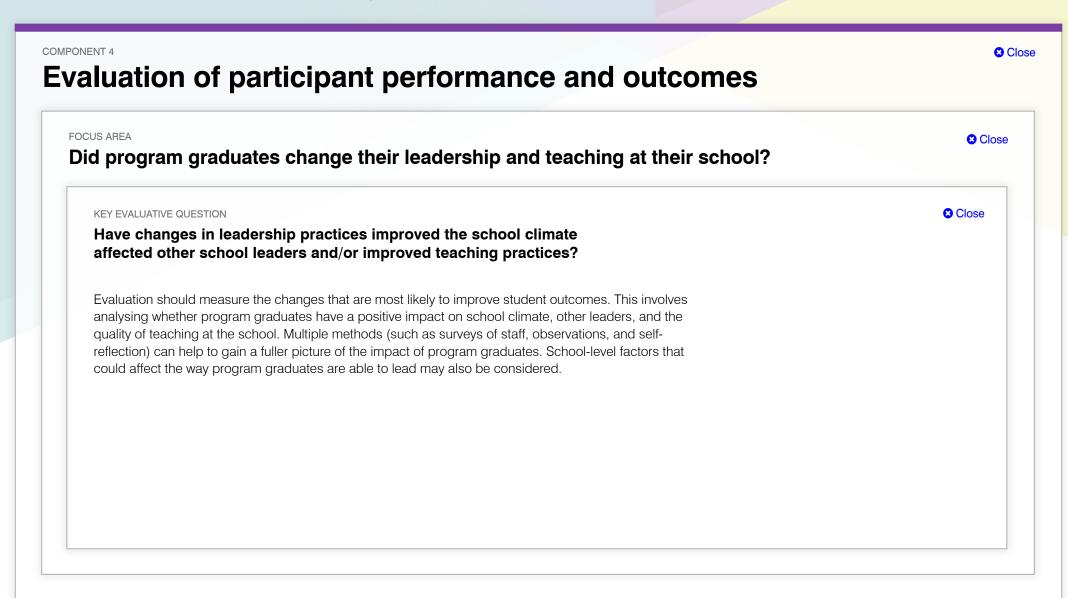
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COMPONENT 4 Close **Evaluation of participant performance and outcomes FOCUS AREA** Close Did program graduates change their behaviour during and after the program? Close KEY EVALUATIVE QUESTION Are program graduates working towards the Australian Professional Standard for Principals? Evaluation should demonstrate how participants' learning prepares them for their prospective responsibilities as school principals in line with the Principal Standard. One way is by tracking participant's professional practice and growth across the Leadership Profiles. The development pathways for each Professional Practice and Leadership Requirement of the Principal Standard can be viewed with the Interactive Leadership Profiles. It is also possible to map participant leadership practice against the Highly Accomplished and Lead Teacher career stages of the Teacher Standards. The Teacher Self-Assessment Tool and School Leader Self-Assessment Tool can assist with standards-based progress mapping.





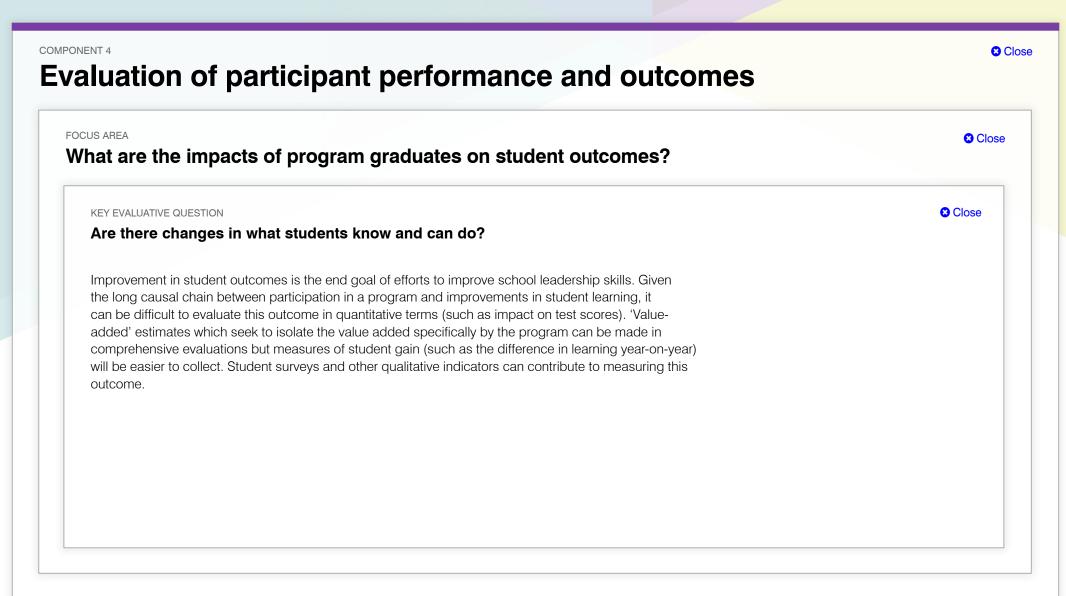
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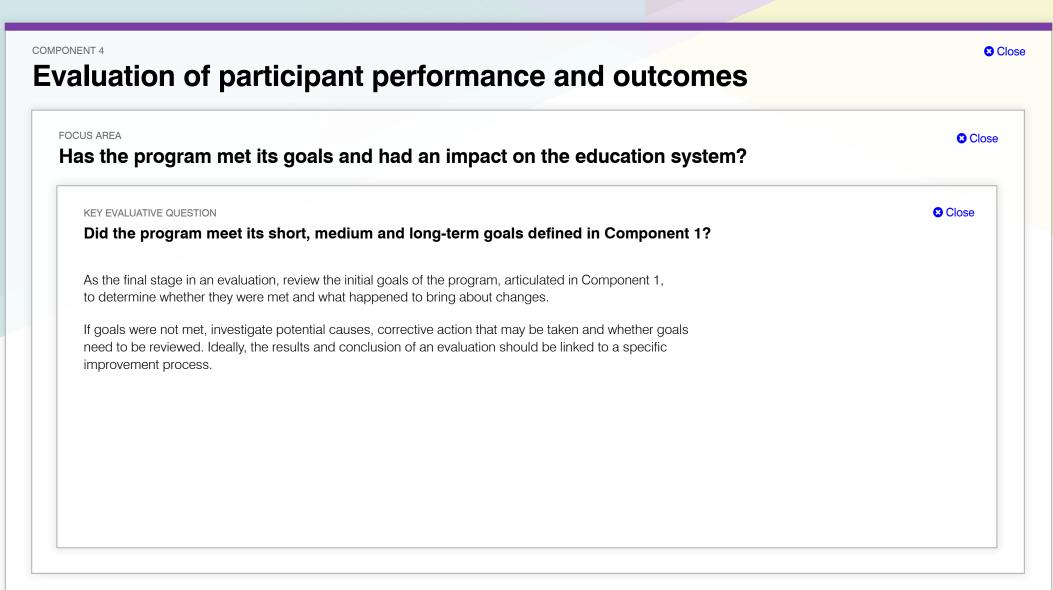
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COMPONENT 4 Close **Evaluation of participant performance and outcomes FOCUS AREA** Close Has the program met its goals and had an impact on the education system? Close KEY EVALUATIVE QUESTION Are program graduates applying for, and appointed to, principal positions, and are they having an impact on the system? The methods selected to evaluate the overall impact of the program will depend on the analysis of school and system needs described in Component 1 of the framework. Methods may include interviews, observations, surveys and self-report data from program graduates at regular intervals following program completion. For example, if the education system faced a shortage of prepared aspiring principals measure outcomes such as: retention of participants in the program • the number of applicants for principal positions over time • the number of program graduates appointed to principal roles within 12 months of completing the program.





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How to assess and improve your principal preparation programs

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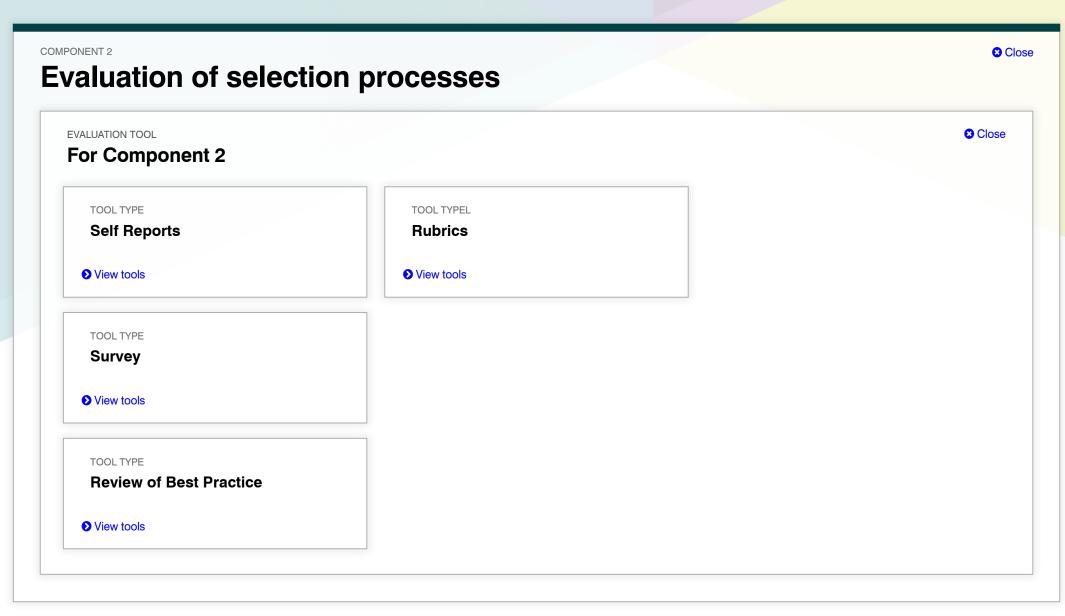
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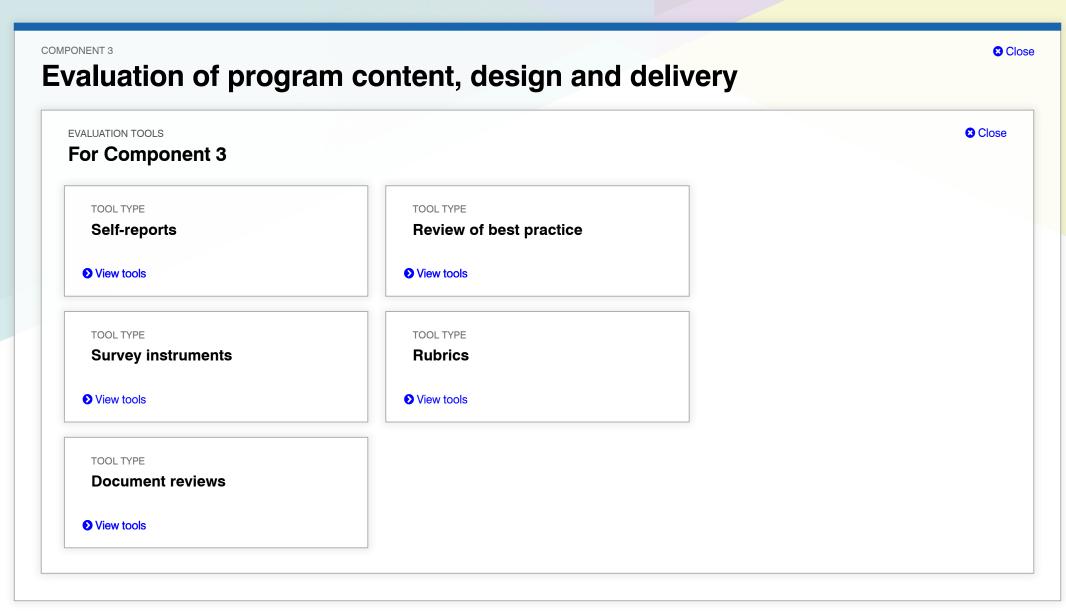
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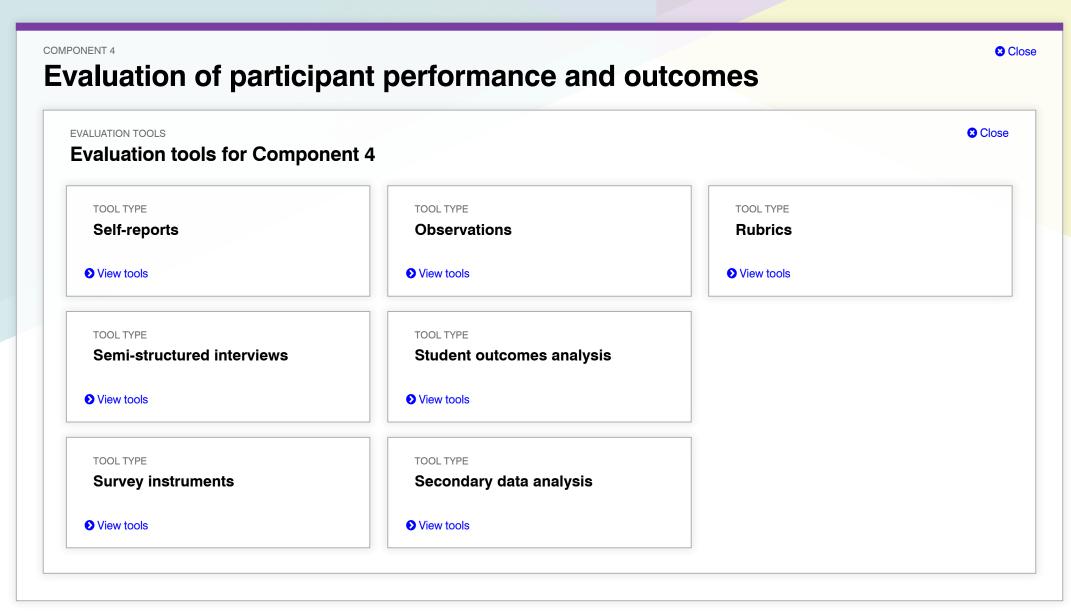
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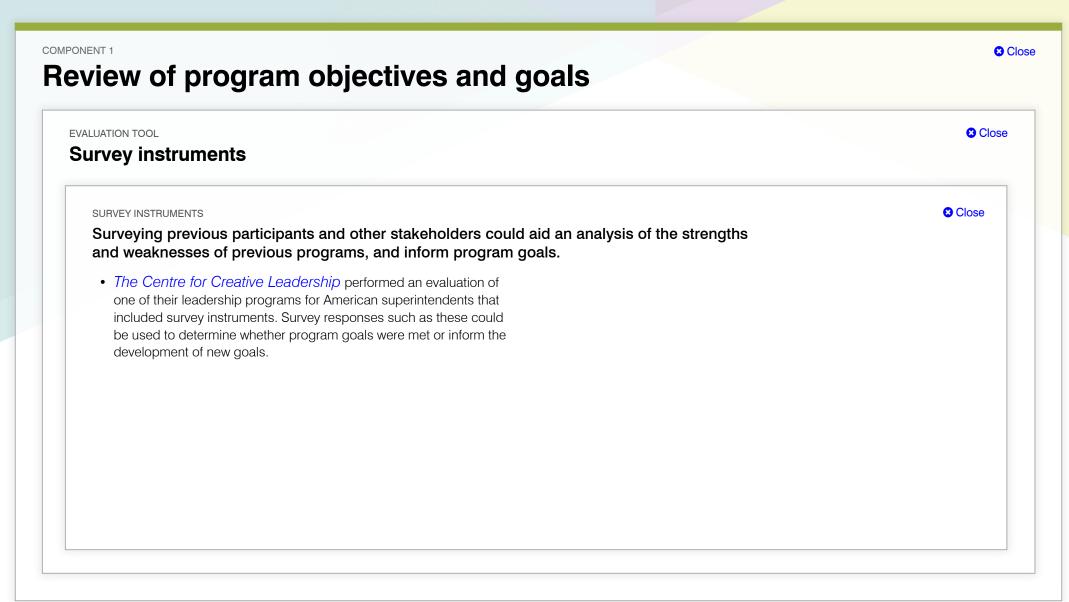
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COMPONENT 1 Close Review of program objectives and goals Close **EVALUATION TOOL Strategic Review** STRATEGIC REVIEW Close Tools to help determine the purpose of the program and how it should prepare principals in line with the Standard. Developing a Logic Model: Teaching and Training Guide • The Kellogg Foundation's Logic Model Development Guide from University of Wisconsin provides a question checklist to evaluate was designed to provide assistance with outcome-oriented program the logic model of teaching courses for university students. It could evaluations. Access resources adapted from this model for use be used to assess program goals and test the logic behind the theory in answering Component 1 evaluative questions: of change. Program-Based Review and Assessment: Tools and Techniques for Program Improvement from University of Massachusetts provides a range of review tools for a general program review within a university setting. These tools assist in defining program goals and objectives but are not specific to leadership development so it may be necessary to adapt the tools to fit program needs. The tools have a narrower focus than the Kellogg Foundation's Logic Model as they focus specifically on assessing student learning outcomes from a program.





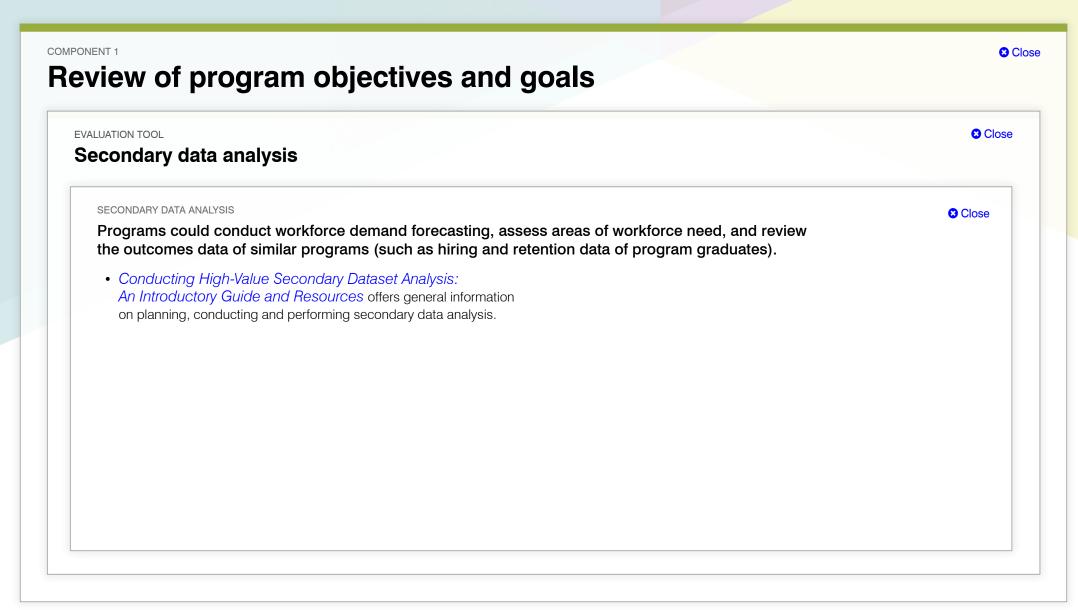
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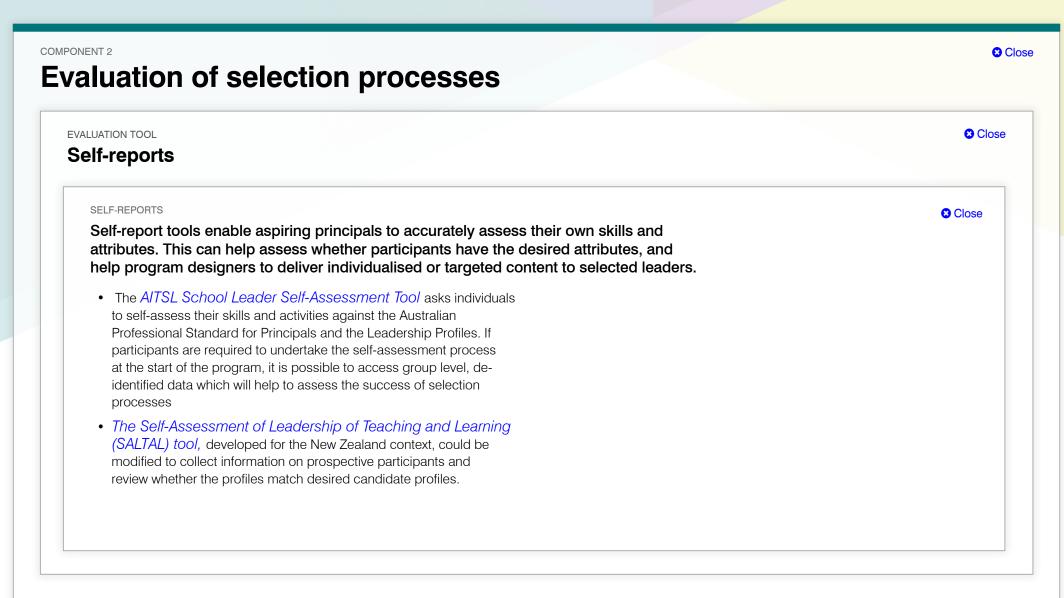


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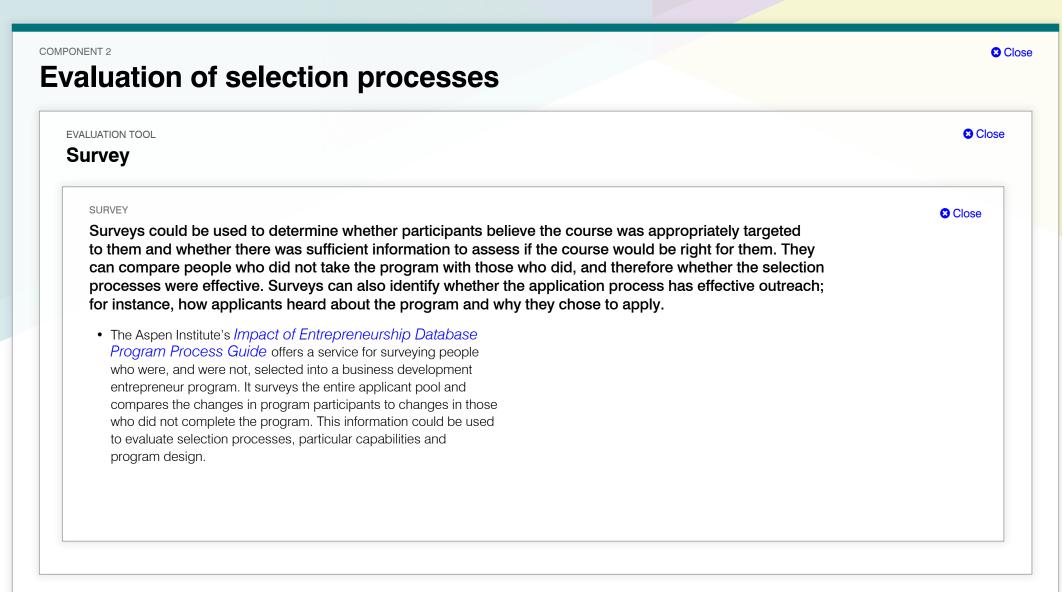








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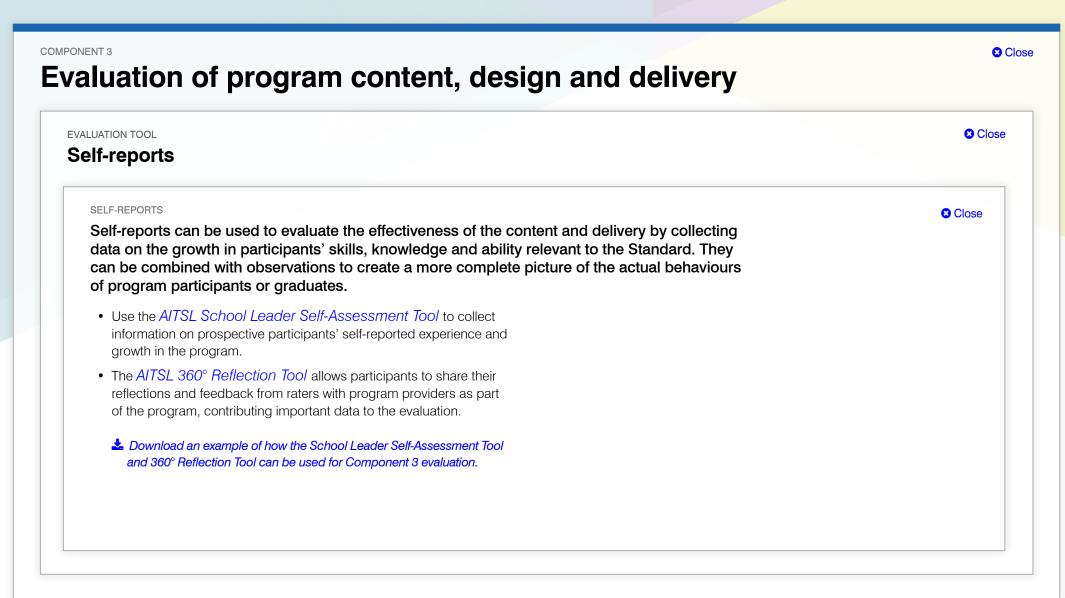


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COMPONENT 2 Close **Evaluation of selection processes** Close **EVALUATION TOOL** Rubrics **RUBRICS** Close Rubrics can be used to evaluate the desired attributes of program participants, as well as whether attraction and selection processes are high quality and aligned with evidence. • The Knowledge is Power Program (KIPP) School Leadership • The Wallace Foundation's *Quality Measures: Principal Preparation* Program Self-Assessment Toolkit contains a rubric for evaluating Framework and Competency Model is an empirically derived and evidence-based model that outlines the key behaviours exhibited by candidate recruitment and selection with a handbook for advice on effective KIPP Leaders. The Rainwater Leadership Alliance has the process including suggested meeting agendas, roles for evaluators adapted the model to create a rubric for selecting school leaders. and templates for data collection. It is framed around four 'quality indicators': 1. Rigorous program admission standards 2. Multi-dimensional approach to outreach and communication 3. Valid measures for assessing candidate potential 4. Competitive recruitment incentives ▲ Download a rubric with a summary and description of the Wallace Foundation's quality indicators.



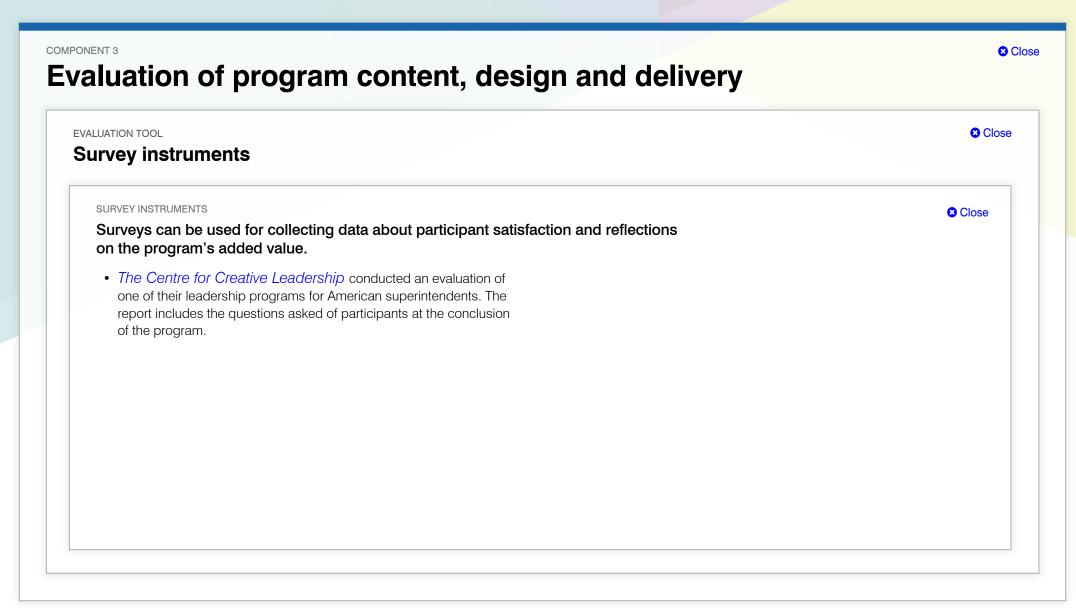








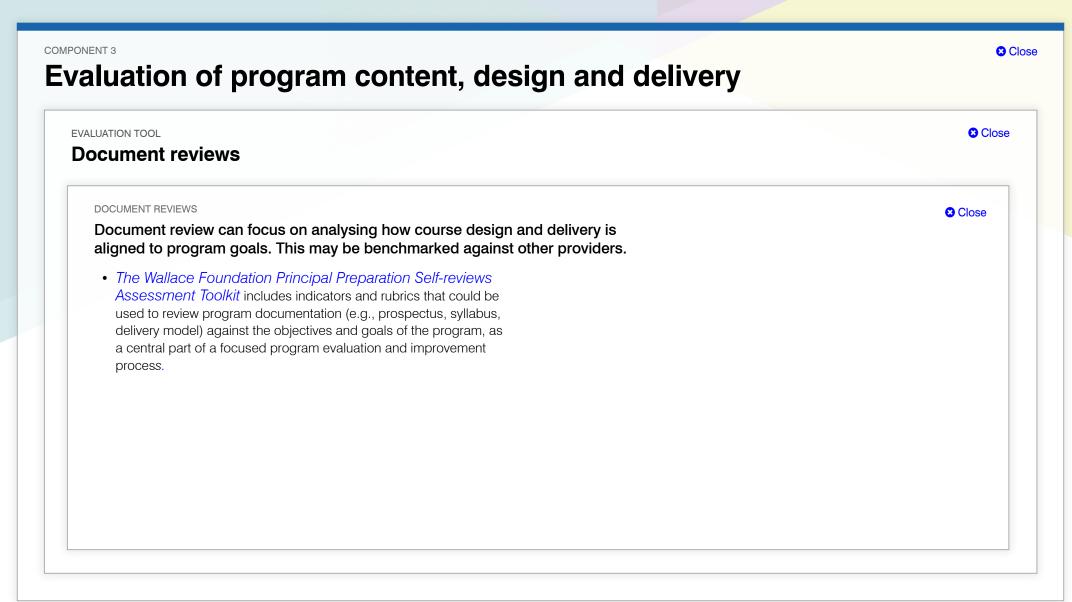
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COMPONENT 3 Evaluation of program content, design and delivery

EVALUATION TOOL Review of best practice

> REVIEW OF BEST PRACTICE Close

There are extensive quides on effective course design and course improvement processes that could form part of course quality evaluation.

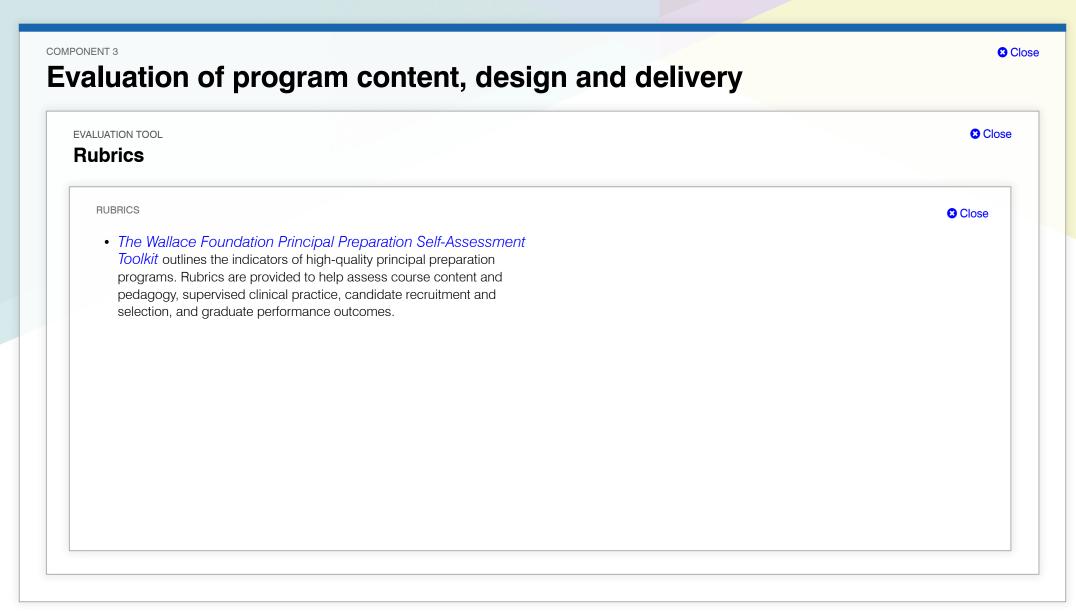
- The Course Improvement Flowchart tool designed to describe how university courses can collect course quality feedback and then use it for course improvement.
- National College for Teaching and Leadership's Content Development Handbook: Leadership Curriculum is a guide to creating curriculum for school leadership programs. It may be useful to review and improve content, design and delivery.
- The Aspiring Principals report outlines a specific plan for a national professional learning program. It provides research on program content, program delivery and selection.
- Innovative principal preparation programs: What works and how we know provides an overview of the key features of five innovative principal preparation programs.

- Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs examines eight exemplary principal development programs and identifies a series of factors that contributed to the programs' effectiveness.
- Aspiring Principal Preparation draws on best-practice leadership development in education and other sectors to develop key considerations for the design of principal preparation programs.
- Environmental Scan: Principal Preparation Programs (AITSL) identifies key elements fundamental to the success of principal preparation programs around Australia. It also identifies common weaknesses in programs and suggests ways to improve.



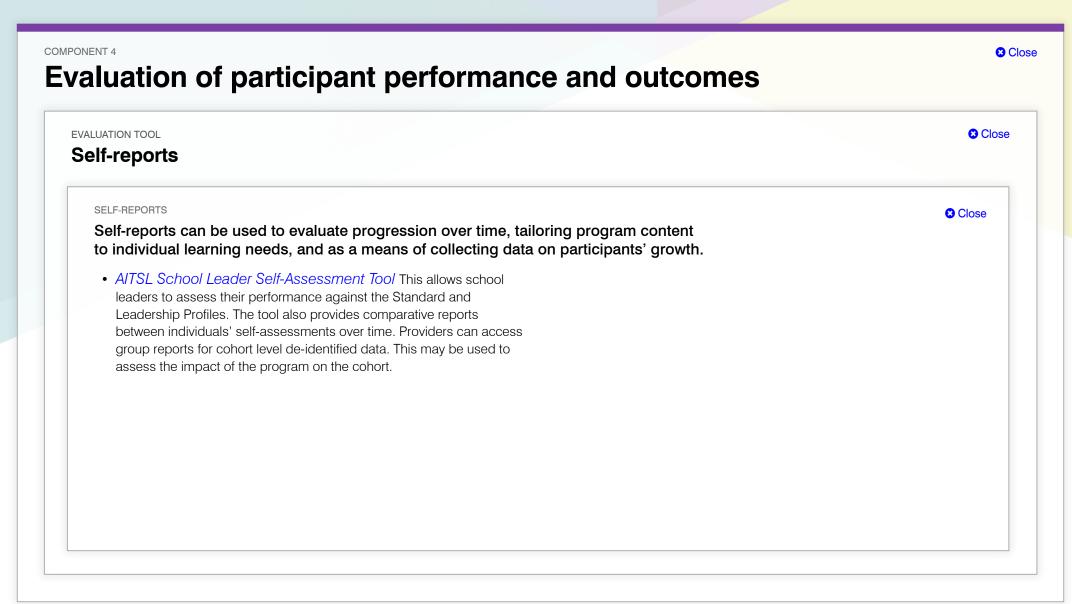
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COMPONENT 4 Close **Evaluation of participant performance and outcomes** Close **EVALUATION TOOL Semi-structured Interviews** SEMI-STRUCTURED INTERVIEWS Close Interviews of program graduates and their leadership teams could reveal a deeper understanding of the program's impact on participants. Various resources may assist with planning, conducting and analysing interviews. • Handbook of Practical Program Evaluation includes a chapter on the use of semi-structured interviews. • Better Evaluation provides guidance on using interviews in quantitative and qualitative evaluation. Data Collection Methods: Semi-Structured Interviews and Focus Groups. This training manual from the RAND Corporation provides relevant guidance. University of Wisconsin Extension's Program Development and *Evaluation* provides guidance on conducting interviews.





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Evaluation of participant performance and outcomes

EVALUATION TOOL

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Survey instruments

SURVEY INSTRUMENTS

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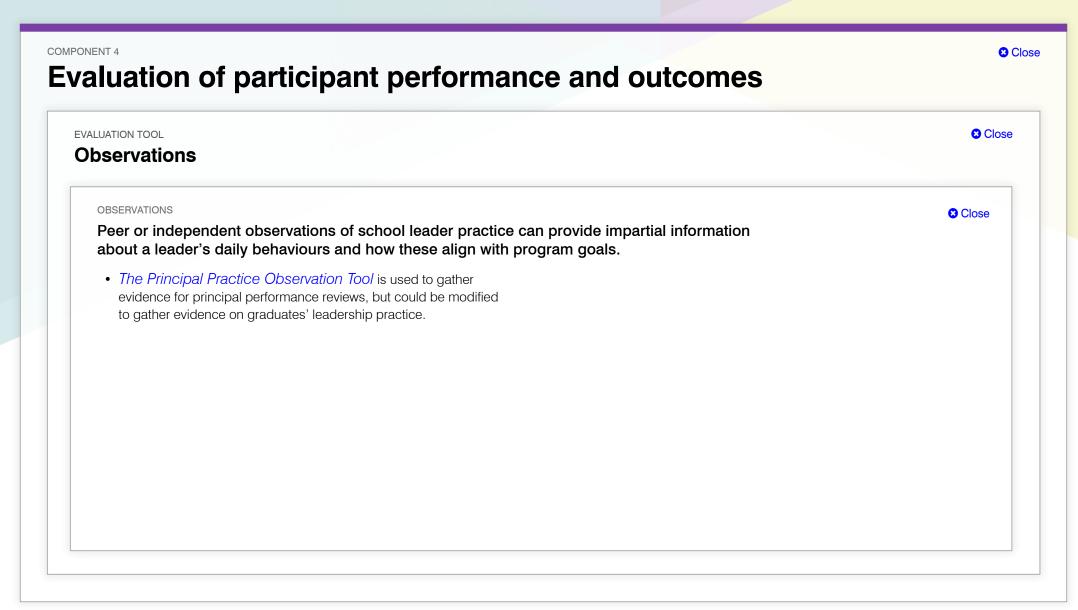
Surveys can be used to gather staff, student and community feedback on a school leader's performance across a variety of areas

- Comprehensive Assessment of Leadership for Learning (CALL)
 This website includes sample surveys and measures leadership practices
 across five domains: focus on learning, monitoring teaching and learning,
 building nested learning communities, acquiring and allocating resources,
 and maintaining a safe and effective learning environment.
- SEED Evaluation Survey Question Bank This provides a selection of questions to assess teacher views on school leader performance.
- The Colorado Education Initiative has produced a Teacher Perception Survey Toolkit and a Student Perception Survey Toolkit that can help gain feedback from teachers or students on school climate and principal performance.
- Social-Emotional Wellbeing (SEW) Survey
 This is an Australian, anonymous strength-based survey for students aged
 3-18 years, which provides a holistic view of students' wellbeing.

- The Principal Instructional Management Rating Scale
 This questionnaire is designed to gain insight into a principal's
 instructional leadership.
- The 'Five A' Assessment Tool of Educational Leadership and Professional Development is a commercial survey developed for the Australian context from Synergistiq. It measures the impact of professional and leadership development on participants and their schools.
- School Climate Assessment Inventory
 The survey from the Alliance for the Study of School Climate assesses a range of elements that contribute to school climate. This includes faculty (staff) relations, attitude and culture, leadership and decisions, student interactions, learning and assessment, and the physical condition of the school.
 - Download an Extract from the School Climate Assessment Inventory survey for staff.

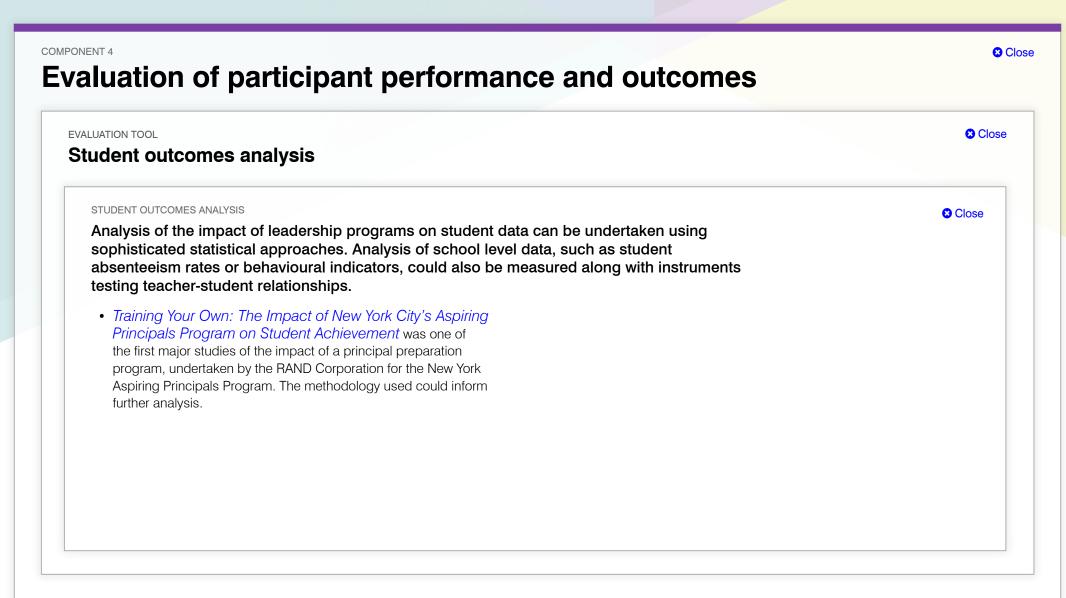






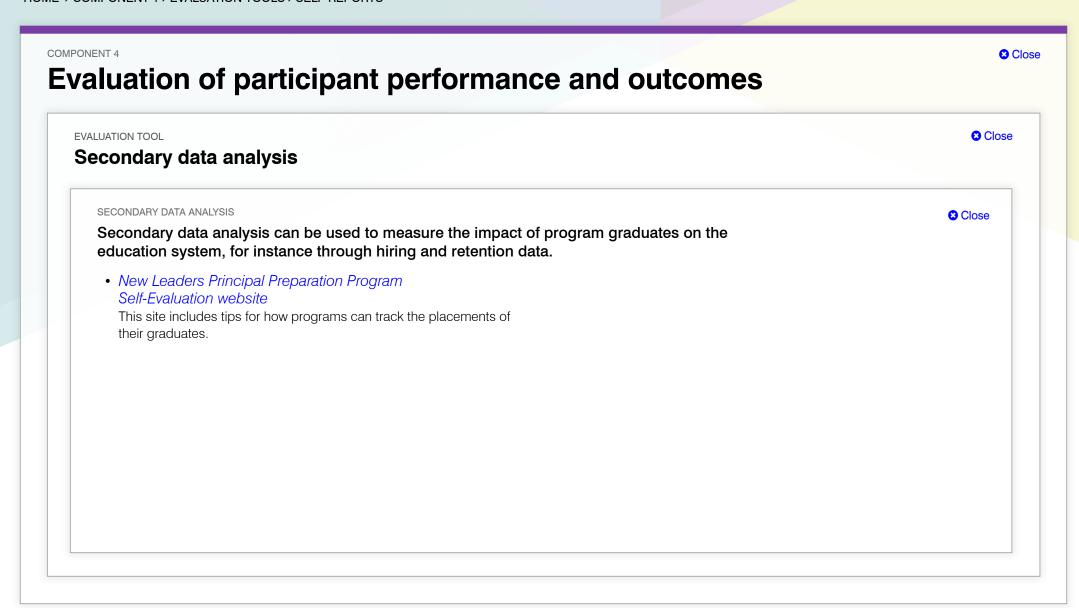












How to assess and improve your principal preparation programs



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EVALUATION TOOLS for Component 4

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Rubrics

RUBRICS

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Several rubrics of effective principal practice exist that could be used to track outcomes.

- Australian Professional Standard for Principals and the Leadership Profiles
 - The Principal Standard and Profiles can act as a rubric for reviewing the practice of principals.
- Teacher and Principal Practice Rubrics
 The New York State Education Department has a number of rubrics
 - that can be used to assess leadership practice.
- Readiness Rubric

The Wallace Foundation created a rubric for identifying areas where principals need greater support and coaching. It contains core leadership behaviours that a principal must master to improve learning and instruction and could be altered to evaluate principal performance post-program.

- The New Leaders Principal Evaluation Rubric
 - This rubric for evaluating principal performance includes examples of evidence that can be collected in order to help accurately evaluate the principal.
- Marzono School Leadership Evaluation Model
 - Dr Robert Marzano developed an extensive rubric for evaluating school leaders' performance based on his research of leadership practices associated with student achievement.
- Center on Great Teachers and Leaders Guide to Evaluation Products
 - The portal provides an extensive, searchable list of evaluation tools that can be used to measure principal performance and outcomes.





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VALUATION TOOLS ools for principal preparation evaluation			© C
TOOL TYPE Survey instruments	TOOL TYPE Secondary data analysis	TOOL TYPE Strategic review	TOOL TYPE Self-reports
View tools PART 1			
View tools PART 2	♦ View tools	● View tools	♦ View tools
TOOL TYPE	TOOL TYPE	TOOL TYPE	TOOL TYPE
Rubrics	Performance appraisals and observations	Semi-structured interviews	Document reviews
♦ View tools	♦ View tools	♦ View tools	> View tools
TOOL TYPE	TOOL TYPE	TOOL TYPE	TOOL TYPE
Review of best practices	Student outcomes analysis	Evaluation models	Other resources
View tools	♦ View tools	♦ View tools	View tools

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TOOI TYPE

Survey Instruments (continues next page)

SURVEY INSTRUMENTS

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Social-Emotional Wellbeing (SEW) Survey

The SEW Survey is an Australian, anonymous, strength-based survey for students aged 3-18 years. It provides a holistic view of students' wellbeing. Survey reports provide schools with data on the wellbeing of groups of students. Student responses are grouped by year level and gender. There is also an optional Teacher Perception survey that measures teachers' perceptions of their students' social-emotional wellbeing as well as their social-emotional competencies. The SEW Survey is available on the ACER Online Assessment and Reporting System (OARS).

Evaluation survey

This example of a participant survey from the Center for Creative Leadership was used to evaluate a leadership program for American superintendents. While the survey is very specific to the objectives, design and implementation of this particular leadership program, it provides examples of how to formulate participant surveys.

Teacher Perception Survey

Colorado's Teacher Perception survey comprises questions to measure elements of Principal Quality Standards that are most observable by teachers, covering eight elements: Distributive Leadership, Professional Growth, Student Learning & Expectations, Problem Solving Conflict Management and Disciplinary Leadership, Vision & Goal Setting, Instructional Leadership, School Community, School Culture & Teaching Conditions.

• Student Perception Survey

The Colorado Education Initiative has also produced a Student Perception Survey Toolkit that can be used to gain feedback from students on school climate and principal performance.

Survey Instruments continues next page

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TOOL TYPE

Survey Instruments (continued)

SURVEY INSTRUMENTS

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- SEED Administrator Evaluation Survey Question Bank
 The SEED Administrator Evaluation Survey Question Bank provides a
 selection of questions that can be used to assess teacher views on school
 leader performance. The evaluation covers four areas of performance
- leader performance. The evaluation covers four areas of performance
 student learning, administrator practice, stakeholder feedback, and
 teacher effectiveness, with an emphasis on instructional leadership.
- Comprehensive assessment of leadership for learning survey
 A web-based survey from the Wisconsin Center for Education Products
 and Services that measures school leadership practices across five
 domains: focus on learning, monitoring teaching and learning, building
 nested learning communities, acquiring and allocating resources, and
 maintaining a safe and effective learning environment. The survey tool
 requires an annual subscription.

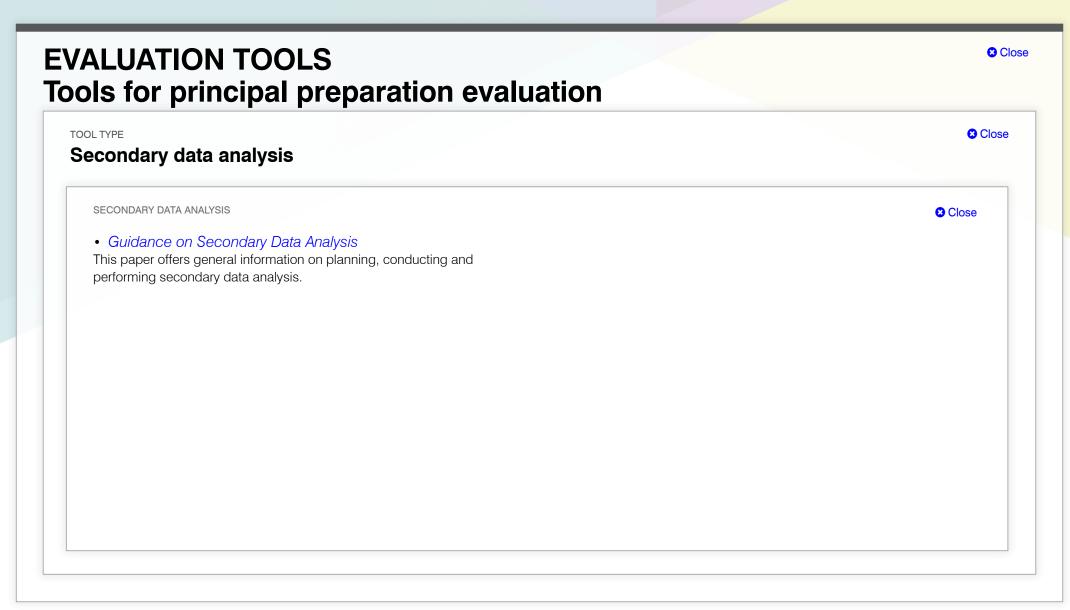
• 'Five A' Assessment Tool of Educational Leadership and Professional Development

This is a purchasable survey from Synergistic that measures the impact of professional and leadership development on participants and their schools. Specifically, the tool measures, in relation to each participant, the extent to which the professional development - aligned to their learning needs - was adapted to the requirements of their role, generated positive or negative affect, and advanced their knowledge and skill. It also measures the likelihood that the new knowledge and skills acquired by the participant will be applied at their school. As part of measuring this likelihood of application, the Tool collects information on how receptive the school culture is to supporting and embedding learning from professional development. It also provides information on the strengths and weaknesses of the professional development. It has been tested and refined based on the feedback of Australian educators, and is being applied by several state jurisdictions.





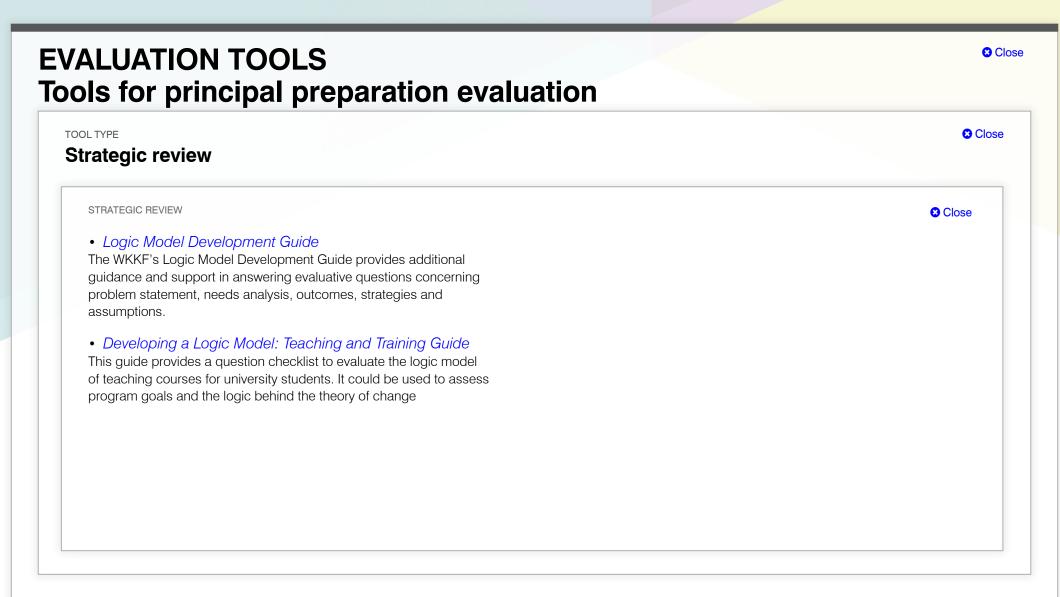
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TOOL TYPE

Self-reports

SELF-REPORTS

School Leader Self-Assessment Tool

Close

This tool asks individuals to self-assess their skills and activities directly mapped to the *Principal Standard and the Leadership Profiles*. It could be used in the participant self-assessment process to help assess the success of selection processes. The tool could be used to collect information on participants' self-reported experience and growth in the program, directly related to the Principal Standard.

• Principal Instructional Management Rating Scale

The Principal Instructional Management Rating Scale is a questionnaire designed to gain an insight into a principal's instructional leadership. The Scale assesses three dimensions of the instructional leadership construct: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate. These dimensions are further delineated into ten specific instructional leadership functions.

Principal Preparation Self-Assessment Toolkit

The Wallace Foundation Principal Preparation Self-Assessment Toolkit is a rubric that outlines the indicators of high-quality principal preparation programs. It is designed to be used in assessing an existing program, or guiding the development of a new program. It is intended to provide stimulus for discussions between course providers and education systems, focusing on the quality of programs and their continuous improvement. Rubrics are provided to help assess course content and pedagogy, supervised clinical practice, candidate recruitment and selection, and graduate performance outcomes.

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TOOL TYPE Rubrics

RUBRICS

Australian Professional Standard for Principals

and Leadership Profiles

The AITSL Leadership Profiles can act as a rubric for reviewing the practice of principals post-program.

· School Leadership Evaluation Model

Dr Robert Marzano developed an extensive rubric for evaluating school leaders' performance based on his research of leadership practices associated with student achievement.

• Principal Practice Rubrics

The New York State Education Department has a number of approved Principal Practice Rubrics that can be used to assess leadership practice.

New Leaders Principal Evaluation Rubric

The New Leaders program created a rubric for evaluating principal performance. It includes examples of evidence that can be collected in order to help accurately evaluate the principal.

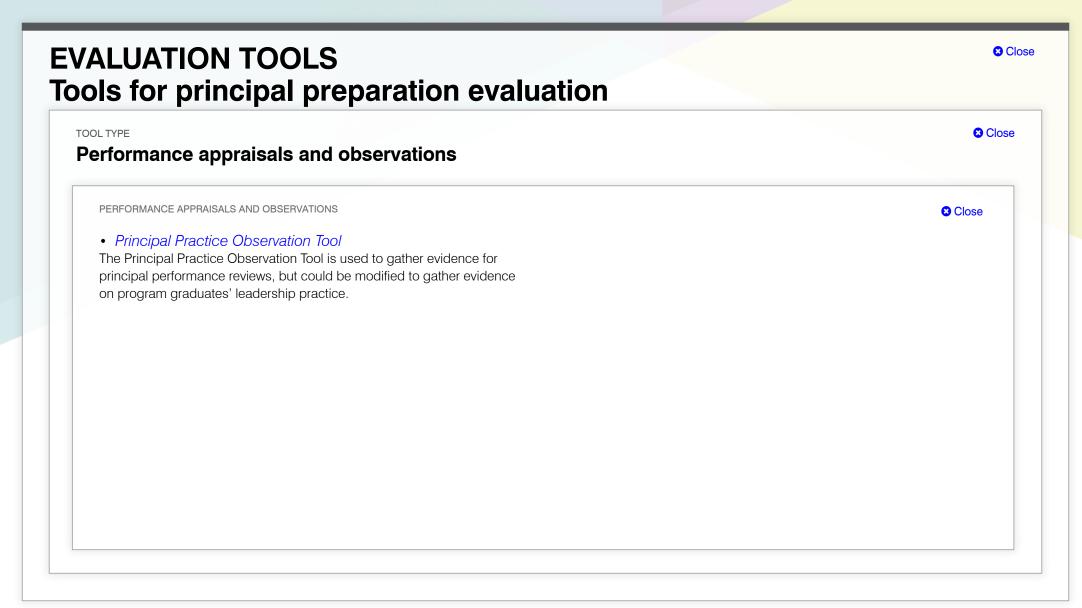
• Leadership Performance Planning Rubric

The Wallace Foundation created a rubric for identifying areas where principals need greater support and coaching. It contains 40 core leadership behaviours that a principal must master to improve learning and instruction and could be altered to evaluate principal performance post-program.





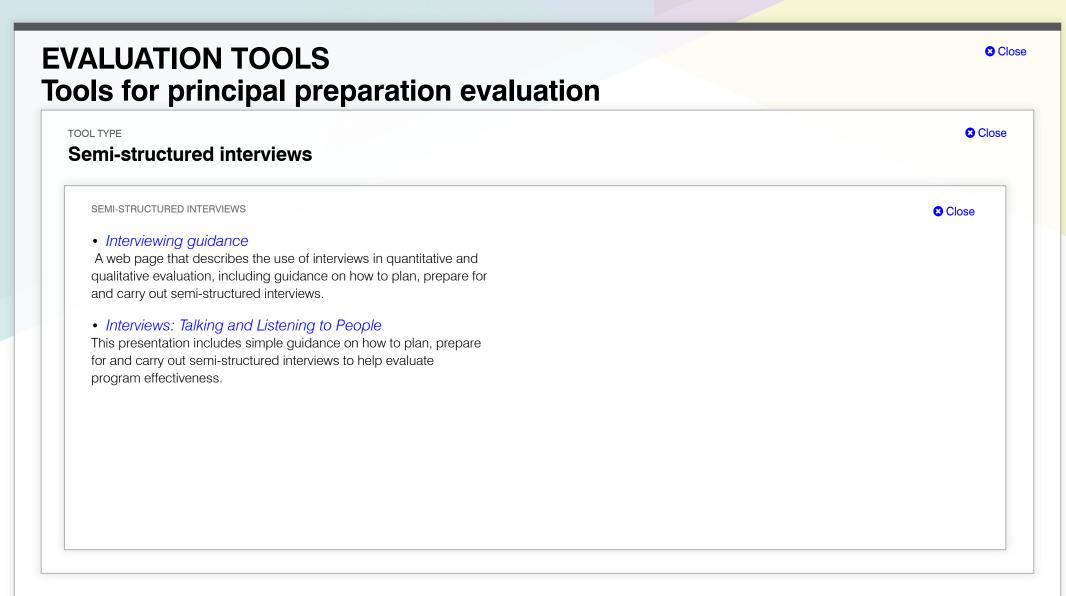
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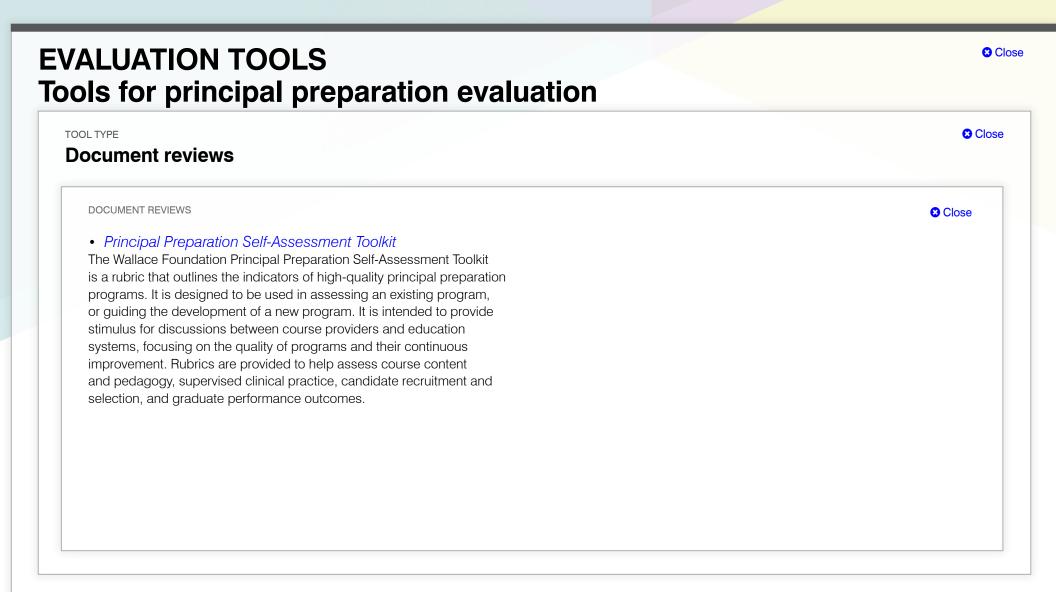
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TOOI TYPE

Review of best practices

REVIEW OF BEST PRACTICES

• Innovative Principal Preparation Programs Model: What works and how we know

This report highlights design elements aligned with seven key features of effective leadership preparation programs including their selection process.

• Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs.

This report examines eight exemplary principal development programs and identifies a series of factors, including selection processes, which contributed to the programs' effectiveness.

· Aspiring Principal Preparation

This report draws on best-practice leadership development in education and other sectors to develop key considerations for the design of principal preparation programs.

Aspiring Principals

This report outlines a specific plan for a national professional learning program. It provides research on program content, program delivery and selection.

The Course Improvement Flowchart

The Course Improvement Flowchart is a tool that is designed to describe how university courses can collect feedback on course quality, and then use this information for course improvement.

- Content Development Handbook: Leadership Curriculum

 National College of Teaching and Leadership's Content Development
 Handbook: Leadership Curriculum is a guide to creating curriculum
 for school leadership programs, which may be useful in reviewing and
 improving content, design and delivery.
- Environmental Scan: Principal Preparation Programs

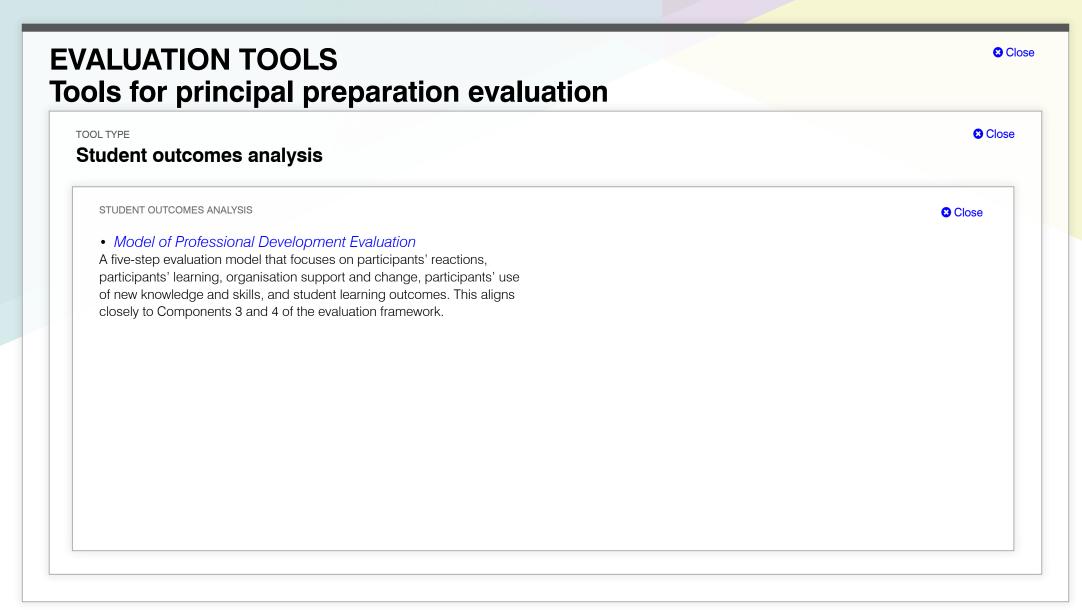
 This report identifies key elements fundamental to the success of principal

This report identifies key elements fundamental to the success of principal preparation programs around Australia. It also identifies common weaknesses in programs and suggests ways forward that will lead to improvement.





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How to assess and improve your principal preparation programs



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Evaluation models

EVALUATION MODELSWW

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Evaluation handbook

This report was written to guide the evaluations of Kellogg Foundation funded projects. Part 1 of the report offers an overview of the philosophical expectations behind their evaluative approach. Part 2 provides a more practical guide for planning, designing and conducting evaluations.

- Kirkpatrick's Techniques for Evaluating Training Programs
 Kirkpatrick's model defines four evaluation steps for training programs:
 participants' reaction, learning, behaviour and results.
- Formative and Summative Evaluation Planning for Leadership Preparation Programs

This planner is distinctly designed to facilitate planning and data collection on leadership preparation programs. It includes a conceptual model of the link between leadership preparation and outcomes based on evidence, a guide for identifying evaluation evidence, and an evaluatioWWWn planning worksheet.

School Leadership Framework and Competency Model

The Knowledge is Power Program (KIPP) School Leadership Framework and Competency Model is an empirically derived and evidence- based model that outlines the key behaviours exhibited by effective KIPP Leaders. The Rainwater Leadership Alliance has adapted the model to create a rubric for selecting school leaders. See pages 169-171 for rubrics and selection matrices used in multiple programs.

Continuum of principal preparation

The Rainwater Leadership Alliance continuum creates a logical evaluation process and the opportunity to define program goals. It does not include outcome measures as part of the evaluative process.

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Other resources

OTHER RESOURCES

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Principal Program Evaluation Report

The New Leaders Principal Program Evaluation report contains tips for how programs can track the placements of their graduates.

• Principal Preparation Program Self-Evaluation: Lessons Learned by New Leaders

This series of reports offers tips and recommendations for internal program evaluations. In particular it provides information on how to track participant information and measure program components.

School evaluation products

This website compiles school evaluation resources from the Center on Great Teacher and Leaders and other US websites

Principal Evaluation Practical Guide

This guide from the Center on Great Teacher and Leaders is a tool for the development of principal evaluation systems.

Impact of NYC Principal Preparation Program

One of the first major studies of the impact of a principal preparation program was undertaken by the RAND Corporation for the New York Aspiring Principals Program. The methodology used could inform further analysis.

• Program-Based Review and Assessment: Tools and Techniques for Program Improvement

This provides a range of review tools for a general program review within a university setting. Particular tools assist in defining program goals and objectives. The tools focus specifically on assessing student learning outcomes from a program. They are not specific to leadership development, so would need to be adapted. They were designed specifically for higher education to assess student learning relative to learning objectives.