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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?

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Review of program objectives and goals

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What are the program's objectives and goals?

KEY EVALUATIVE QUESTION

What problem is the program trying to address?

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How does the program help aspiring principals to progress towards the *Australian Professional Standard for Principals*?

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What are the short, medium and long-term goals and expected impacts of the program?

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

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Review of program objectives and goals

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

KEY EVALUATIVE QUESTION

What external factors (e.g., policy environment, workforce planning) may impact the program's ability to achieve its objectives?

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KEY EVALUATIVE QUESTION

What are the assumptions behind how and why the identified strategies will work?

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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?

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Review of program objectives and goals

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What are the program's objectives and goals?

KEY EVALUATIVE QUESTION

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What problem is the program trying to address?

Every program is trying to address a specific problem that should be explicit from the outset. Identifying this problem forms the basis for the evaluation process, informs the function of the program and the expected results and outcomes.

Examples:

- Aspiring principals do not receive adequate development opportunities and experience to prepare them to successfully step into the principal role.
- Assistant principals are not appointed to principal positions due to their perceived lack of management skills and experience in budget and financing or in leading organisational improvement and change processes.

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What are the program's objectives and goals?

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What are the identified leadership development needs of individual participants?

Consider the particular skills that all participants will need to develop to address the problem that the program is responding to. These may be identified at a system level by a skills or needs analysis. Documenting these needs early in the process will provide baseline indicators to use in the remainder of the evaluation. The more specific the data included the better.

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What are the program's objectives and goals?

KEY EVALUATIVE QUESTION

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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 principals must know, understand and do to succeed in their work. All principal preparation programs should help aspiring principals meet the 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.

[!\[\]\(274fd520e03b61c1b9ffc861754cacdc_img.jpg\) 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.

[!\[\]\(06a315363e7801bba8c7489a6694af19_img.jpg\) Explore the development pathways of the Profiles](#)

If this is your first time exploring the Standard and Profiles, this video is a good place to start.

[!\[\]\(df47d6bec273bbb8b349135fff3a20f7_img.jpg\) Find out how to use the Standard and Profiles](#)

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What are the program's objectives and goals?

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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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What are the program's objectives and goals?

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What are the short, medium and long-term goals and expected impacts of the program?

After connecting program goals and outcomes to an identified problem and aligning this with individual, school and education system needs, consider further expressing these goals over the short to long term. This will help to establish the causal links between the program and the ultimate intended outcome, usually related to improved teaching and learning.

These goals might include a mix of short-term goals (such as recruiting a certain proportion of program participants from low socio-economic status schools), medium-term goals (having a certain proportion of program graduates in leadership roles) and long-term goals (demonstrating improved teaching and student outcomes in program graduates' schools).

The intended results effectively become the program outputs and outcomes which the evaluation will measure throughout Components 2 to 4.

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

KEY EVALUATIVE QUESTION

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What external factors (e.g., policy environment, workforce planning) may impact the program's ability to achieve its objectives?

The following are examples of factors that may influence program success:

- Are program participants given time-release and/or funding for attending the program?
- Are principal applicants required to complete the aspiring principal program?
- Do school and system level talent identification processes help identify potential program participants with the desired attributes, motivation, qualifications and experience?
- Is the program funded or affordable for participants?

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

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**How is the program designed and structured to ensure it achieves its objectives?
Is the program design systematic, evidence-based, coherent and standards-based?**

At this stage, assess:

- whether the program activities are aligned coherently with the goals identified
- how the program activities will prepare leaders to meet the Standard, the specific goals of the program and the needs of the education system
- whether course content and experiences will address the specific leadership development needs of the participants
- their own capacity to deliver the program effectively.

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

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What are the assumptions behind how and why the identified strategies will work?

Consider why and how it is believed the program will be effective. This can be done by assessing the extent to which program objectives, content, design and delivery are informed by best practice.

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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.

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What are the desired program participant attributes?

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

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What are the desired program participant attributes?

KEY EVALUATIVE QUESTION

What existing personal attributes, motivations, qualifications and experience should participants have?

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KEY EVALUATIVE QUESTION

What existing skills should participants have, given the program's objectives?

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What are the desired program participant attributes?

KEY EVALUATIVE QUESTION

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What existing personal attributes, motivations, qualifications and experience should participants have?

A key principle of adult learning is the ability to contextualise learning during the program, so selecting participants with the appropriate leadership experiences is important. Identifying and articulating appropriate attributes, motivations, qualifications and experiences will allow course content and activities to be tailored to the participant and maximum benefit to be gained from the program.

Timing can also be considered in selection criteria as participants who are likely to be appointed as a principal soon after completing the program will benefit most from rapid application of their new knowledge, skills and abilities. Program impact will diminish when participants do not have a timely opportunity to apply their new skills.

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What are the desired program participant attributes?

KEY EVALUATIVE QUESTION

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What existing skills should participants have, given the program's objectives?

At this stage, program objectives and development needs of aspiring principals should be clearly articulated. Achievement of these objectives will require a base level of particular skills aligned to the goals and the content and development available through the program. In addition, collaborative and peer-to-peer learning will require a cohort with appropriate existing skills and knowledge. Therefore, the overall quality of the cohort must also be considered.

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Evaluation of selection processes

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

KEY EVALUATIVE QUESTION

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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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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.

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Is the program content coherent and relevant?

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Are there effective assessment practices and measures of participant growth?

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

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

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Evaluation of program content, design and delivery

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Is the program content coherent and relevant?

KEY EVALUATIVE QUESTION

Do the content and structure of the program deliver on its objectives?

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KEY EVALUATIVE QUESTION

Does the program integrate theory and practice linked to the Australian Professional Standard for Principals?

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Evaluation of program content, design and delivery

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

KEY EVALUATIVE QUESTION

Does the program provide a learning development process that takes into account the needs, career stage, prior learning and context of individual participants?

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KEY EVALUATIVE QUESTION

Does the program provide significant opportunities to learn from experts and practitioners?

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KEY EVALUATIVE QUESTION

Are there processes to support the ongoing development of program graduates?

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KEY EVALUATIVE QUESTION

Is the content, structure, and delivery of the program coherent and grounded in evidence-based research and best practice?

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KEY EVALUATIVE QUESTION

Are there opportunities for practical experience and applied learning?

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Evaluation of program content, design and delivery

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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?

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KEY EVALUATIVE QUESTION

Does the program use baseline measures and ongoing monitoring of program participants' growth?

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Evaluation of program content, design and delivery

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

KEY EVALUATIVE QUESTION

What were program participants' experiences and were participants engaged?

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KEY EVALUATIVE QUESTION

Did participants learn new skills and gain knowledge, and do they feel more prepared to lead?

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KEY EVALUATIVE QUESTION

What are the program retention and completion rates?

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Evaluation of program content, design and delivery

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Is the program content coherent and relevant?

KEY EVALUATIVE QUESTION

✕ Close

Does the content and structure of the program deliver on its objectives?

Program content should be clearly related to the objectives and goals of the program and the needs of the participants. Refer to the program goals, and strategies identified to achieve them, as defined through Component 1 of the framework.

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Is the program content coherent and relevant?

KEY EVALUATIVE QUESTION

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Does the program integrate theory and practice linked to the *Australian Professional Standard for Principals*?

Programs should be explicitly designed to integrate theory and practice linked to the Principal Standard. They should provide well-structured learning activities relating to the effective professional practices outlined in the Principal Standard to encourage and support program participants.

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

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Does the program provide a learning development process that takes into account the needs, career stage, prior learning and context of individual participants?

Effective programs will deliver content built on participants' existing skills, knowledge and capabilities. Learning activities will be logically sequenced so participants can progressively build their skills, and these activities should support the content being delivered. For example, applied learning projects should be aligned to program content and participants' skill development.

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

KEY EVALUATIVE QUESTION

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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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Does the program provide significant opportunities to learn from experts and practitioners?

Aspiring principals need to learn about the practical realities of the job. Observing the daily activities of current principals through shadowing and school visits helps demystify the role and assist participants to apply theory to practice. Expert practitioners can provide guidance and significant modelling to demonstrate good practice and engage in deep dialogue about principal practice. Observation and demonstration are key activities for effective professional learning.

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Are there opportunities for practical experience and applied learning?

Adults learn best when able to apply what they have learned, so participants should be given opportunities to utilise and reflect on new skills and knowledge in practical situations such as applied learning projects, internships, placements, simulations, role-plays and games.

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

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Are there processes to support the ongoing development of program graduates?

Ongoing support for leadership development is a key element of successful programs. Mentoring and coaching for new principals in their first year is one such approach. Ongoing support for program graduates by program providers, particularly if participants do not secure a principal's position within two or three years, will also contribute to their continued development.

Collaboration between the program and schools has also been noted as an important determinant of quality support. Processes that reiterate key lessons learned by participants and that facilitate communications with their program cohort will ensure each individual's learning is consolidated in the future.

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Are there effective assessment practices and measures of participant growth?

KEY EVALUATIVE QUESTION

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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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Are there effective assessment practices and measures of participant growth?

KEY EVALUATIVE QUESTION

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Does the program use baseline measures and ongoing monitoring of program participants' growth?

To determine a program participant's growth during the program, collecting baseline data is essential. It allows providers to determine and then address a candidate's learning needs, and through further data collection, it gives the ability to track a candidate's development through the program.

Establish tailored measures, relevant to the program objectives and desired impacts defined in Component 1 of the framework. For further discussion on designing outcome and impact measures, see Component 4 of the framework.

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Evaluation of program content, design and delivery

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

KEY EVALUATIVE QUESTION

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What were program participants' experiences and were participants engaged?

Collecting qualitative data on participant engagement and experience of the program can help assess how worthwhile they found the course. While changes in behaviour may be a more meaningful measure of a program's impact, participants are more likely to learn in an environment in which they feel engaged.

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

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What are the program retention and completion rates?

Program retention and completion data can, in part, reflect the value that participants attach to the program. Participants who do not experience the program in a positive light may choose not to complete the program, although there may be a range of other reasons. Ideally, this data will be considered in conjunction with program outcome data. If the program retention and completion rate is low, consider why, and whether this supports the results from program outcome measures.

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

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Did participants learn new skills and gain knowledge, and do they feel more prepared to lead?

Collecting data specifically related to participants' leadership skills, knowledge and feelings of preparedness, especially in relation to the Principal Standard, can provide valuable opportunities to personalise the learning and improve the methodology of the program.

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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.

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

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FOCUS AREA

What are the impacts of program graduates on student outcomes?

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Did program graduates change leadership and teaching at their school?

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

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Evaluation of participant performance and outcomes

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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?

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KEY EVALUATIVE QUESTION

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

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KEY EVALUATIVE QUESTION

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

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Evaluation of participant performance and outcomes

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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?

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KEY EVALUATIVE QUESTION

Did the program meet its short, medium and long-term goals defined in Component 1?

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Evaluation of participant performance and outcomes

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

KEY EVALUATIVE QUESTION

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

Evaluating the changes in participant's knowledge and practice will test the logic behind the program's objectives, goals and strategies. These changes are useful as an evaluative threshold because if participants did not gain new skills and knowledge through the program, it is unlikely to have prepared them to help lift student outcomes.

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

KEY EVALUATIVE QUESTION

✕ Close

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

To find out whether specific learnings emphasised by the program have been effective, including participant knowledge, skills, behaviours, attitudes and perceptions, focus on reviewing the specific changes to practice that occurred after participation in the program. Evaluation should also determine whether these learnings align with the objectives of the program

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COMPONENT 4

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Evaluation of participant performance and outcomes

FOCUS AREA

[✕ Close](#)

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

KEY EVALUATIVE QUESTION

[✕ Close](#)

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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Evaluation of participant performance and outcomes

FOCUS AREA

✕ Close

Did program graduates change their leadership and teaching at their school?

KEY EVALUATIVE QUESTION

✕ Close

Have changes in leadership practices improved the school climate affected other school leaders and/or improved teaching practices?

Evaluation should measure the changes that are most likely to improve student outcomes. This involves analysing whether program graduates have a positive impact on school climate, other leaders, and the quality of teaching at the school. Multiple methods (such as surveys of staff, observations, and self-reflection) can help to gain a fuller picture of the impact of program graduates. School-level factors that could affect the way program graduates are able to lead may also be considered.

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Evaluation of participant performance and outcomes

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What are the impacts of program graduates on student outcomes?

KEY EVALUATIVE QUESTION

[✕ Close](#)

Are there changes in what students know and can do?

Improvement in student outcomes is the end goal of efforts to improve school leadership skills. Given the long causal chain between participation in a program and improvements in student learning, it can be difficult to evaluate this outcome in quantitative terms (such as impact on test scores). 'Value-added' estimates which seek to isolate the value added specifically by the program can be made in comprehensive evaluations but measures of student gain (such as the difference in learning year-on-year) will be easier to collect. Student surveys and other qualitative indicators can contribute to measuring this outcome.

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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

✕ Close

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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Evaluation of participant performance and outcomes

FOCUS AREA

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

KEY EVALUATIVE QUESTION

[✕ Close](#)

Did the program meet its short, medium and long-term goals defined in Component 1?

As the final stage in an evaluation, review the initial goals of the program, articulated in Component 1, to determine whether they were met and what happened to bring about changes.

If goals were not met, investigate potential causes, corrective action that may be taken and whether goals need to be reviewed. Ideally, the results and conclusion of an evaluation should be linked to a specific improvement process.

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COMPONENT 1

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Review of program objectives and goals

EVALUATION TOOL

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For Component 1

TOOL TYPE

Strategic review

[🔍 View tools](#)

TOOL TYPE

Survey instruments

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TOOL TYPE

Secondary data analysis

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COMPONENT 2

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Evaluation of selection processes

EVALUATION TOOL

[✕ Close](#)

For Component 2

TOOL TYPE

Self Reports

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TOOL TYPE

Rubrics

[🔗 View tools](#)

TOOL TYPE

Survey

[🔗 View tools](#)

TOOL TYPE

Review of Best Practice

[🔗 View tools](#)

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Evaluation of program content, design and delivery

EVALUATION TOOLS

✕ Close

For Component 3

TOOL TYPE

Self-reports

🔗 View tools

TOOL TYPE

Review of best practice

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TOOL TYPE

Survey instruments

🔗 View tools

TOOL TYPE

Rubrics

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TOOL TYPE

Document reviews

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COMPONENT 4

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Evaluation of participant performance and outcomes

EVALUATION TOOLS

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Evaluation tools for Component 4

TOOL TYPE

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🔗 View tools

TOOL TYPE

Observations

🔗 View tools

TOOL TYPE

Rubrics

🔗 View tools

TOOL TYPE

Semi-structured interviews

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TOOL TYPE

Student outcomes analysis

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TOOL TYPE

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TOOL TYPE

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🔗 View tools

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COMPONENT 1

✕ Close

Review of program objectives and goals

EVALUATION TOOL

✕ Close

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](#) from University of Wisconsin provides a question checklist to evaluate the logic model of teaching courses for university students. It could be used to assess program goals and test the logic behind the theory 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.
- The [Kellogg Foundation's Logic Model Development Guide](#) was designed to provide assistance with outcome-oriented program evaluations. Access resources adapted from this model for use in answering Component 1 evaluative questions:

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COMPONENT 1

✕ Close

Review of program objectives and goals

EVALUATION TOOL

✕ Close

Survey instruments

SURVEY INSTRUMENTS

✕ Close

Surveying previous participants and other stakeholders could aid an analysis of the strengths and weaknesses of previous programs, and inform program goals.

- [The Centre for Creative Leadership](#) performed an evaluation of one of their leadership programs for American superintendents that included survey instruments. Survey responses such as these could be used to determine whether program goals were met or inform the development of new goals.

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COMPONENT 1

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Review of program objectives and goals

EVALUATION TOOL

✕ Close

Secondary data analysis

SECONDARY DATA ANALYSIS

✕ Close

Programs could conduct workforce demand forecasting, assess areas of workforce need, and review the outcomes data of similar programs (such as hiring and retention data of program graduates).

- [Conducting High-Value Secondary Dataset Analysis: An Introductory Guide and Resources](#) offers general information on planning, conducting and performing secondary data analysis.

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COMPONENT 2

✕ Close

Evaluation of selection processes

EVALUATION TOOL

✕ Close

Self-reports

SELF-REPORTS

✕ Close

Self-report tools enable aspiring principals to accurately assess their own skills and attributes. This can help assess whether participants have the desired attributes, and help program designers to deliver individualised or targeted content to selected leaders.

- The [AITSL School Leader Self-Assessment Tool](#) asks individuals to self-assess their skills and activities against the Australian Professional Standard for Principals and the Leadership Profiles. If participants are required to undertake the self-assessment process at the start of the program, it is possible to access group level, de-identified data which will help to assess the success of selection processes
- [The Self-Assessment of Leadership of Teaching and Learning \(SALTAL\) tool](#), developed for the New Zealand context, could be modified to collect information on prospective participants and review whether the profiles match desired candidate profiles.

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Evaluation of selection processes

EVALUATION TOOL

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Survey

SURVEY

✕ Close

Surveys could be used to determine whether participants believe the course was appropriately targeted to them and whether there was sufficient information to assess if the course would be right for them. They can compare people who did not take the program with those who did, and therefore whether the selection processes were effective. Surveys can also identify whether the application process has effective outreach; for instance, how applicants heard about the program and why they chose to apply.

- The Aspen Institute's [Impact of Entrepreneurship Database Program Process Guide](#) offers a service for surveying people who were, and were not, selected into a business development entrepreneur program. It surveys the entire applicant pool and compares the changes in program participants to changes in those who did not complete the program. This information could be used to evaluate selection processes, particular capabilities and program design.

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COMPONENT 2

✕ Close

Evaluation of selection processes

EVALUATION TOOL

✕ Close

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 Wallace Foundation's [Quality Measures: Principal Preparation Program Self-Assessment Toolkit](#) contains a rubric for evaluating candidate recruitment and selection with a handbook for advice on the process including suggested meeting agendas, roles for evaluators and templates for data collection.
- 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.

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

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Evaluation of program content, design and delivery

EVALUATION TOOL

✕ Close

Self-reports

SELF-REPORTS

✕ Close

Self-reports can be used to evaluate the effectiveness of the content and delivery by collecting data on the growth in participants' skills, knowledge and ability relevant to the Standard. They can be combined with observations to create a more complete picture of the actual behaviours of program participants or graduates.

- Use the [AITSL School Leader Self-Assessment Tool](#) to collect information on prospective participants' self-reported experience and growth in the program.
- The [AITSL 360° Reflection Tool](#) allows participants to share their reflections and feedback from raters with program providers as part of the program, contributing important data to the evaluation.

📄 [Download an example of how the School Leader Self-Assessment Tool and 360° Reflection Tool can be used for Component 3 evaluation.](#)

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COMPONENT 3

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Evaluation of program content, design and delivery

EVALUATION TOOL

✕ Close

Survey instruments

SURVEY INSTRUMENTS

✕ Close

Surveys can be used for collecting data about participant satisfaction and reflections on the program's added value.

- [The Centre for Creative Leadership](#) conducted an evaluation of one of their leadership programs for American superintendents. The report includes the questions asked of participants at the conclusion of the program.

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✕ Close

Evaluation of program content, design and delivery

EVALUATION TOOL

✕ Close

Document reviews

DOCUMENT REVIEWS

✕ Close

Document review can focus on analysing how course design and delivery is aligned to program goals. This may be benchmarked against other providers.

- [The Wallace Foundation Principal Preparation Self-reviews Assessment Toolkit](#) includes indicators and rubrics that could be used to review program documentation (e.g., prospectus, syllabus, delivery model) against the objectives and goals of the program, as a central part of a focused program evaluation and improvement process.

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COMPONENT 3

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Evaluation of program content, design and delivery

EVALUATION TOOL

✕ Close

Review of best practice

REVIEW OF BEST PRACTICE

✕ Close

There are extensive guides 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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Evaluation of program content, design and delivery

EVALUATION TOOL

✕ Close

Rubrics

RUBRICS

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- [The Wallace Foundation Principal Preparation Self-Assessment Toolkit](#) outlines the indicators of high-quality principal preparation programs. 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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Evaluation of participant performance and outcomes

EVALUATION TOOL

✕ Close

Self-reports

SELF-REPORTS

✕ Close

Self-reports can be used to evaluate progression over time, tailoring program content to individual learning needs, and as a means of collecting data on participants' growth.

- [AITSL School Leader Self-Assessment Tool](#) This allows school leaders to assess their performance against the Standard and Leadership Profiles. The tool also provides comparative reports between individuals' self-assessments over time. Providers can access group reports for cohort level de-identified data. This may be used to assess the impact of the program on the cohort.

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Evaluation of participant performance and outcomes

EVALUATION TOOL

✕ Close

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

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Survey instruments

SURVEY INSTRUMENTS

✕ Close

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.](#)

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COMPONENT 4

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Evaluation of participant performance and outcomes

EVALUATION TOOL

✕ Close

Observations

OBSERVATIONS

✕ Close

Peer or independent observations of school leader practice can provide impartial information about a leader's daily behaviours and how these align with program goals.

- [The Principal Practice Observation Tool](#) is used to gather evidence for principal performance reviews, but could be modified to gather evidence on graduates' leadership practice.

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Evaluation of participant performance and outcomes

EVALUATION TOOL

✕ Close

Student outcomes analysis

STUDENT OUTCOMES ANALYSIS

✕ Close

Analysis of the impact of leadership programs on student data can be undertaken using sophisticated statistical approaches. Analysis of school level data, such as student absenteeism rates or behavioural indicators, could also be measured along with instruments testing teacher-student relationships.

- [*Training Your Own: The Impact of New York City's Aspiring Principals Program on Student Achievement*](#) was one of the first major studies of the impact of a principal preparation program, undertaken by the RAND Corporation for the New York Aspiring Principals Program. The methodology used could inform further analysis.

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Evaluation of participant performance and outcomes

EVALUATION TOOL

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Secondary data analysis

SECONDARY DATA ANALYSIS

✕ Close

Secondary data analysis can be used to measure the impact of program graduates on the education system, for instance through hiring and retention data.

- [New Leaders Principal Preparation Program Self-Evaluation website](#)

This site includes tips for how programs can track the placements of their graduates.

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EVALUATION TOOLS for Component 4

✕ Close

TOOL TYPE

Rubrics

✕ Close

RUBRICS

✕ Close

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.
- [Marzano 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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TOOL TYPE

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➤ View tools PART 1

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TOOL TYPE

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➤ View tools

TOOL TYPE

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➤ View tools

TOOL TYPE

Self-reports

➤ View tools

TOOL TYPE

Rubrics

➤ View tools

TOOL TYPE

Performance appraisals and observations

➤ View tools

TOOL TYPE

Semi-structured interviews

➤ View tools

TOOL TYPE

Document reviews

➤ View tools

TOOL TYPE

Review of best practices

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TOOL TYPE

Student outcomes analysis

➤ View tools

TOOL TYPE

Evaluation models

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TOOL TYPE

Other resources

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EVALUATION TOOLS

Tools for principal preparation evaluation

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TOOL TYPE

Survey Instruments *(continues next page)*

✕ Close

SURVEY INSTRUMENTS

✕ Close

- [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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EVALUATION TOOLS

Tools for principal preparation evaluation

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TOOL TYPE

Survey Instruments *(continued)*

✕ Close

SURVEY INSTRUMENTS

✕ Close

- [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 – 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

Secondary data analysis

✕ Close

SECONDARY DATA ANALYSIS

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- [Guidance on Secondary Data Analysis](#)

This paper offers general information on planning, conducting and performing secondary data analysis.

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Tools for principal preparation evaluation

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TOOL TYPE

Strategic review

✕ Close

STRATEGIC REVIEW

✕ Close

- [Logic Model Development Guide](#)

The WKKF's Logic Model Development Guide provides additional guidance and support in answering evaluative questions concerning problem statement, needs analysis, outcomes, strategies and assumptions.

- [Developing a Logic Model: Teaching and Training Guide](#)

This guide provides a question checklist to evaluate the logic model of teaching courses for university students. It could be used to assess program goals and the logic behind the theory of change

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EVALUATION TOOLS

Tools for principal preparation evaluation

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TOOL TYPE

Self-reports

✕ Close

SELF-REPORTS

✕ Close

- [School Leader Self-Assessment Tool](#)

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

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RUBRICS

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- [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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TOOL TYPE

Performance appraisals and observations

✕ Close

PERFORMANCE APPRAISALS AND OBSERVATIONS

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- [Principal Practice Observation Tool](#)

The Principal Practice Observation Tool is used to gather evidence for principal performance reviews, but could be modified to gather evidence on program graduates' leadership practice.

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Tools for principal preparation evaluation

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TOOL TYPE

Semi-structured interviews

✕ Close

SEMI-STRUCTURED INTERVIEWS

✕ Close

- [Interviewing guidance](#)

A web page that describes the use of interviews in quantitative and qualitative evaluation, including guidance on how to plan, prepare for and carry out semi-structured interviews.

- [Interviews: Talking and Listening to People](#)

This presentation includes simple guidance on how to plan, prepare for and carry out semi-structured interviews to help evaluate program effectiveness.

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TOOL TYPE

Document reviews

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DOCUMENT REVIEWS

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- [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

Review of best practices

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REVIEW OF BEST PRACTICES

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- [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 preparation programs around Australia. It also identifies common weaknesses in programs and suggests ways forward that will lead to improvement.

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TOOL TYPE

Student outcomes analysis

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STUDENT OUTCOMES ANALYSIS

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- [*Model of Professional Development Evaluation*](#)

A five-step evaluation model that focuses on participants' reactions, participants' learning, organisation support and change, participants' use of new knowledge and skills, and student learning outcomes. This aligns closely to Components 3 and 4 of the evaluation framework.

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EVALUATION TOOLS

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TOOL TYPE

Evaluation models

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EVALUATION MODELSWWW

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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 evaluation 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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TOOL TYPE

Other resources

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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.