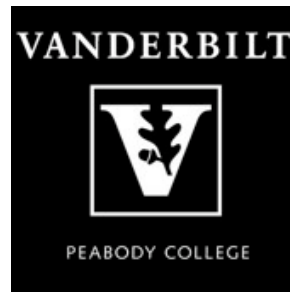


Principal Evaluation: The National Story

Joseph Murphy - Vanderbilt University's Peabody College



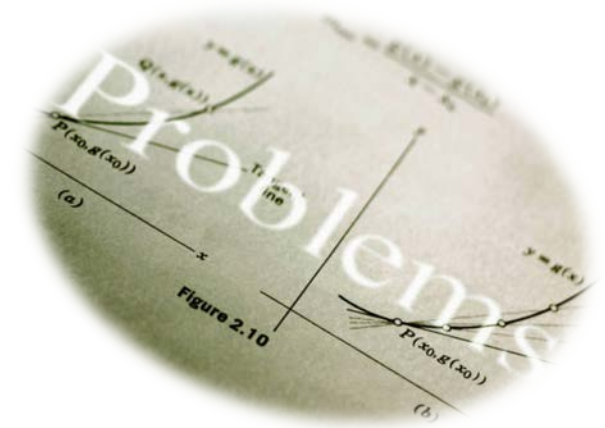


PRINCIPAL EVALUATION: THE NATIONAL STORY

- **PART A: Problems with Current Evaluation Designs**
- **PART B: “Construction Crew” Work in States**

PART A

PROBLEMS WITH CURRENT EVALUATION SYSTEMS



Understudied Leverage Point



Conditions of Work

State & district policy

Standards

District & state policy

evaluation

governance

incentives

professional development

Career Line

preparation

internship

l
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induction (residency)

accreditation/program approval

teacher leadership preparation

professional development

relicensure

mentoring

Education

District & state policy

Standards

State & district policy

Content

- Little evidence that systems evaluate what is important, i.e. not valid
- Insufficient attention to leadership for learning, especially curriculum and instruction



Process

- Limited architecture – focus on one approach (e.g. goals)
- Perfunctory – not a deep process



Impact

- Principals not receiving useful feedback
- Not promoting professional growth of principals
- Not promoting organizational improvement



PART B



CONSTRUCTION CREW WORK IN STATES



Principal Evaluation “Construction Crew” Work

Components	STATES			
	Ohio	Delaware	New York	Kentucky
Goals	X	X	X	X
School Improvement		X		
Student Achievement	X	X	X	X
360° Assessment	X	X	X	X
ISLLC Domain			X	
Customer Satisfaction	X			
Professional Growth			X	X



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