

## Tips for Gathering Feedback Data for Administrator Evaluation

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Best practices for including perception data and other parent/staff/student feedback for the purposes of administrator evaluation suggest the following:

- Feedback from staff/students/community should relate closely to goals that have been set for the school/district and administrator leads.
- Feedback regarding a superintendent should relate to performance goals previously set with the board.
- Internal feedback from students and teachers should be (a) based on what the respondent actually experiences; and (b) have links to research supported factors pertaining to either conditions in the school and/or the student and teacher experiences in the school (or district).
- External feedback on school and district improvement goals should be gathered on a systematic basis related to the goals and priorities of the school and the district. This feedback, then, becomes relevant data for an administrator's performance portfolio and evaluation. (It's not asking for feedback regarding the administrator/superintendent, but assessing satisfaction with the **work** of the school/district the administrator leads.)
- Feedback for evaluation should come from multiple sets of data gathered over time and examined for trends.
- A good rule of thumb when seeking stakeholder feedback: Don't ask a question not intended to be acted upon.
- If referring to a bank of model surveys, use only questions that offer information about work going on in YOUR district.

### Examples:

Look for goals that directly target areas where teachers, students, parents, and community members can provide valuable feedback. For instance:

- If the goal is to raise awareness about a certain initiative or program, measure how much the community understands and supports it. This would indicate if the key administrators responsible for the initiative are doing an effective job communicating with stakeholders about the initiative (this includes the board).
- If the goal is to improve the learning culture of the school or district, then student/staff perception data about the learning environment would indicate how effective principals and central office administrators have been in reaching that goal.

**More Examples:**

- If the goal is to increase parent involvement, parent perception data regarding their level of comfort in approaching district administrators will indicate how effective administrators and teachers have been with being accessible, responsive, etc.
- If the goal is to expand the status of shared leadership in a school or across the district, then have staff and administrators provide feedback on an instrument that captures how they perceive the current conditions of shared leadership.
- If the goal is for students to feel more ownership in their own learning and to feel more empowered as learners, then have students provide feedback on how they feel about themselves in the school's learning environment and how they see their opportunities to direct their own learning.

There are an infinite number of examples, but the common thread should be that stakeholders are asked to provide feedback on what they actually experience and observe. If surveys and rating scales ask stakeholders for feedback on things they (a) do not understand; (b) have not experienced; or (c) have not directly observed over time, those surveys and rating scales can misinform and mislead evaluations of programs, services, schools, districts, and administrators. If the items on the survey instruments and rating scales are misaligned to the school/district goals and priorities, the feedback on those items can divert attention from those goals and priorities.

**As you begin:**

**For this year:** Mine the district for data already collected. Choose feedback that directly relates to the priority work of school administrators as articulated through district and school improvement goals.

**If you already use a multi-rater instrument to collect performance feedback:** Determine where that instrument aligns with established performance goals and priorities for your administrators. Then use the most aligned data as feedback to inform the self and evaluator assessment against the performance rubrics used for the administrator's evaluation. Remember that well constructed and validated rating scale instruments\* provide useful teacher feedback to principals. These rating scales, however, are not evaluation rubrics and should be used only to provide feedback data for specific parts of the administrator evaluation rubrics.

\*Such as Val Ed™, [www.valed.com/](http://www.valed.com/) & Data-Informed Decision-Making on High-Impact Strategies: A Measurement Tool for School Principals, <http://www.wmich.edu/wallacegrant/docs/DIDM-INST.pdf>

**For future years:** Identify the types of feedback to gather based on the immediate priorities and goals. Identify and work with a good survey designer to design questions that provide valuable feedback data for both program and personnel evaluation and improvement. Also, look for validated rating scales that collect student and teacher feedback on specific aspects of an administrators' performance or on certain conditions in the school or district that can be attributed (in part) that leadership. Well constructed surveys and rating scales can be a great source of evidence to triangulate student results data and portfolio evidence data and artifacts.

**A summary of possible existing data sources:**

- Feedback from parents collected by schools or district
- Student surveys (including exit surveys)
- Feedback from community regarding particular initiatives and/or programs
- Feedback from Title I or other programs (choose questions that relate to specific issues under the influence of the administrator being evaluated)
- Community satisfaction surveys (choose questions that relate to specific issues under the influence of the administrator being evaluated)
- Previous or currently used rating scales from validated instruments (choose items or scales that relate to specific issues under the influence of the administrator being evaluated)

**Caution:** Be very careful about asking parent and community stakeholders to “rate” or “score” an administrator’s performance *in general*. Very few persons would know enough about the actual work of an individual administrator to provide valuable, actionable feedback across a broad range of performance related issues. It’s better to seek targeted feedback on specific conditions and stakeholder experiences that relate directly to goals and priorities for administrators and their sphere of influence. Remember also to be careful and avoid “personality” based surveys and instruments as it is virtually impossible to control administration of them in such a way that they will yield valid and reliable information.