

# **Results from the 2010 Illinois Principals Survey: Teacher Hiring & Evaluation**

Brad White, Illinois Education Research Council

Kathleen Brown, IERC

Erika Hunt, Illinois State University

Brenda Klostermann, IERC

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# The IERC Principals Project

- **Context:**
  - Recent research finding principals have a significant (though largely indirect) impact on student outcomes, and that tenure in school (among other things) is associated with student achievement gains
  - New policies in Illinois (new principal certification and evaluation programs) and nationally (school-based accountability, RttT, School Improvement grants)
- Series of IERC studies on public school principals in Illinois:
  1. Distribution of Principal Characteristics
  2. Principal Turnover
  3. Survey on principal practices and preferences
  4. Principal effects

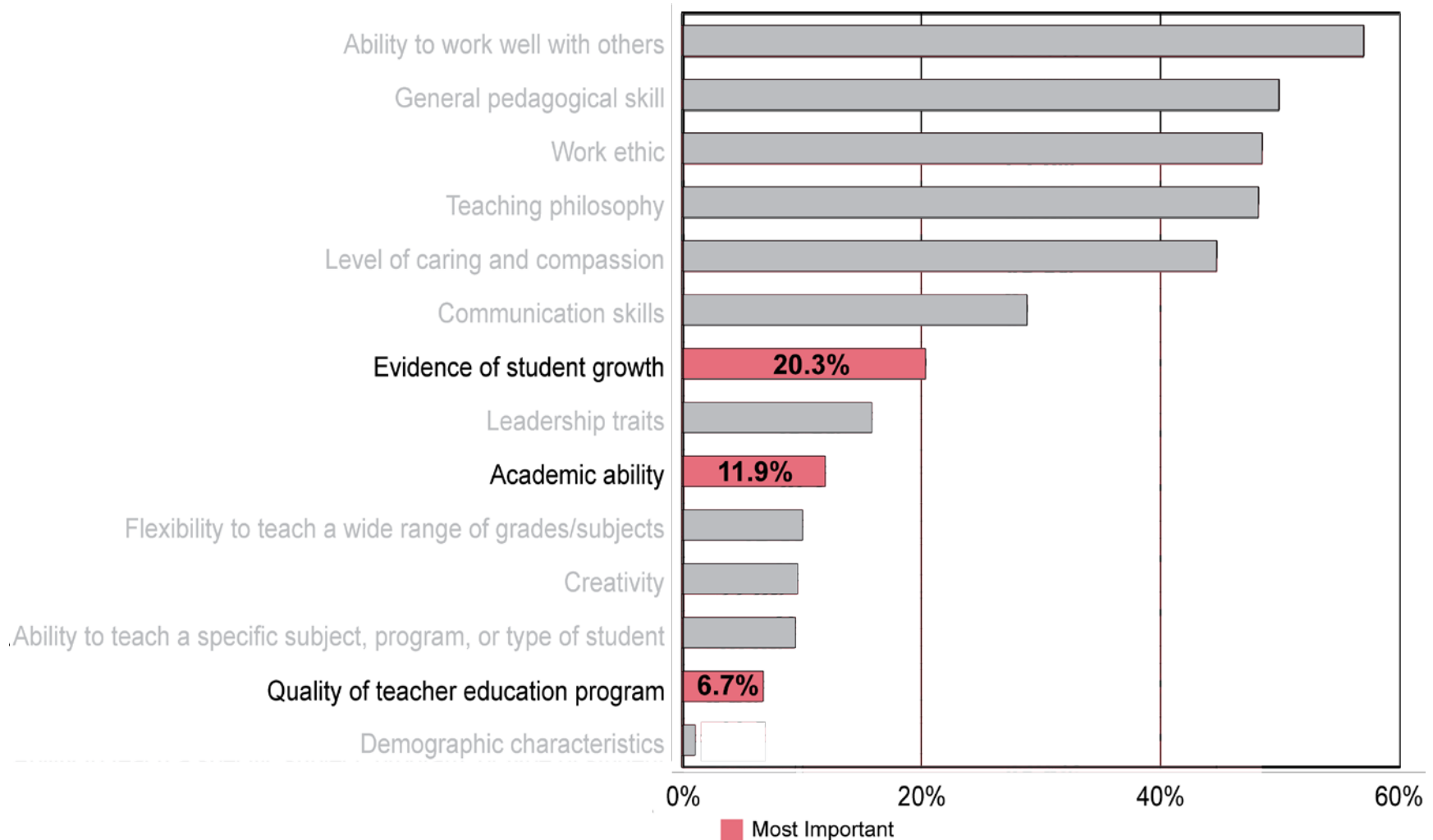
# Methodology

- Survey items – modeled on Stanford's School Leadership Research project and other recent research – addressed:
  - Job satisfaction & work preferences
  - Professional priorities & practices
  - Teacher hiring & evaluation
- Electronic surveys sent to all Illinois public school principals (+ sample of Illinois private school principals) in November 2010
- Responses from 916 principals
  - 877 from public schools
  - Approx. one in five public school principals participated
  - Not generalizable (not random, Chicago under-represented)

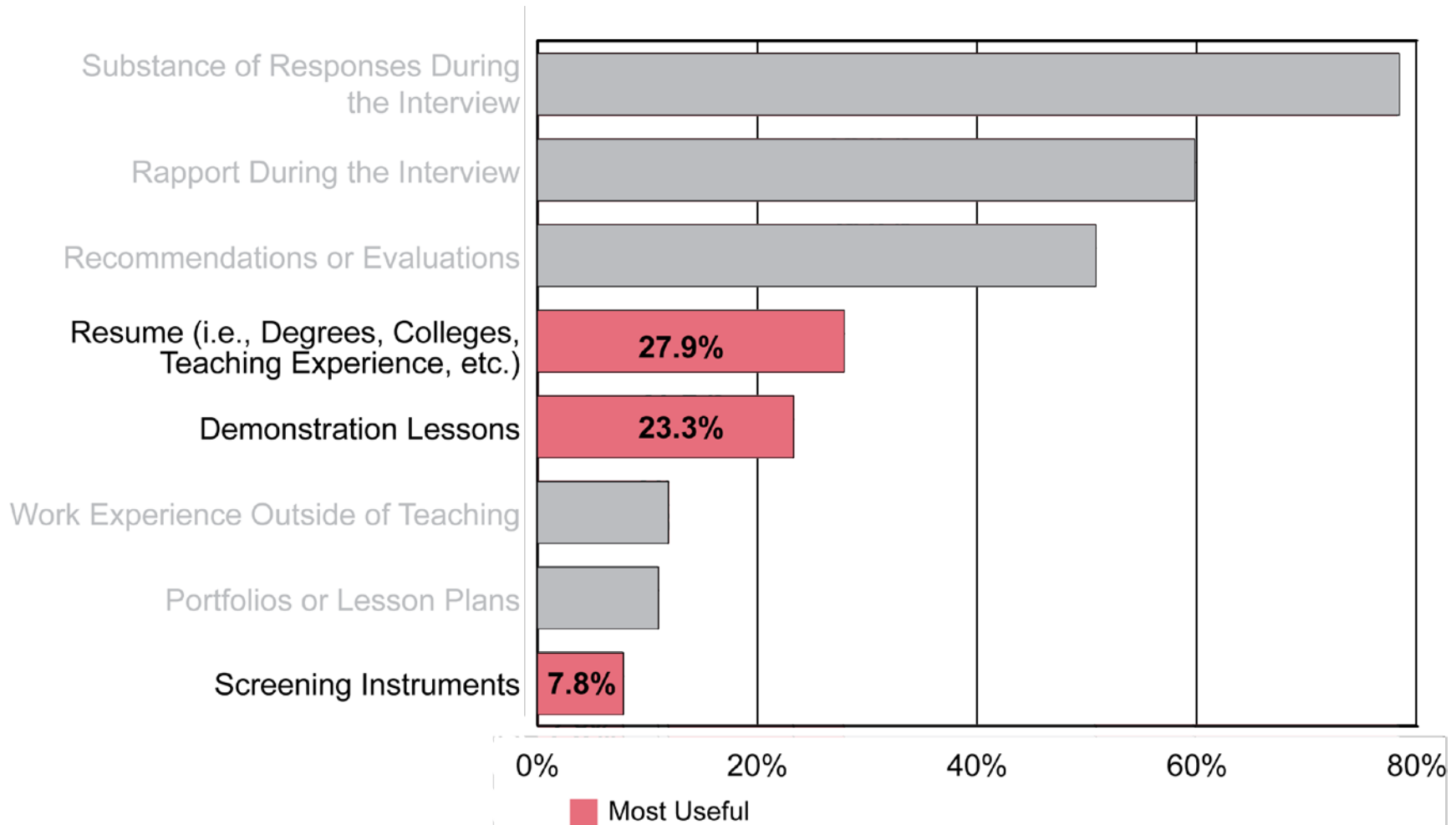
# Finding #1:

**Teacher Hiring:** Relationships, soft skills, and first-hand experience are more valued than data from screening instruments or information about prospective teachers' academic backgrounds or past teaching performance.

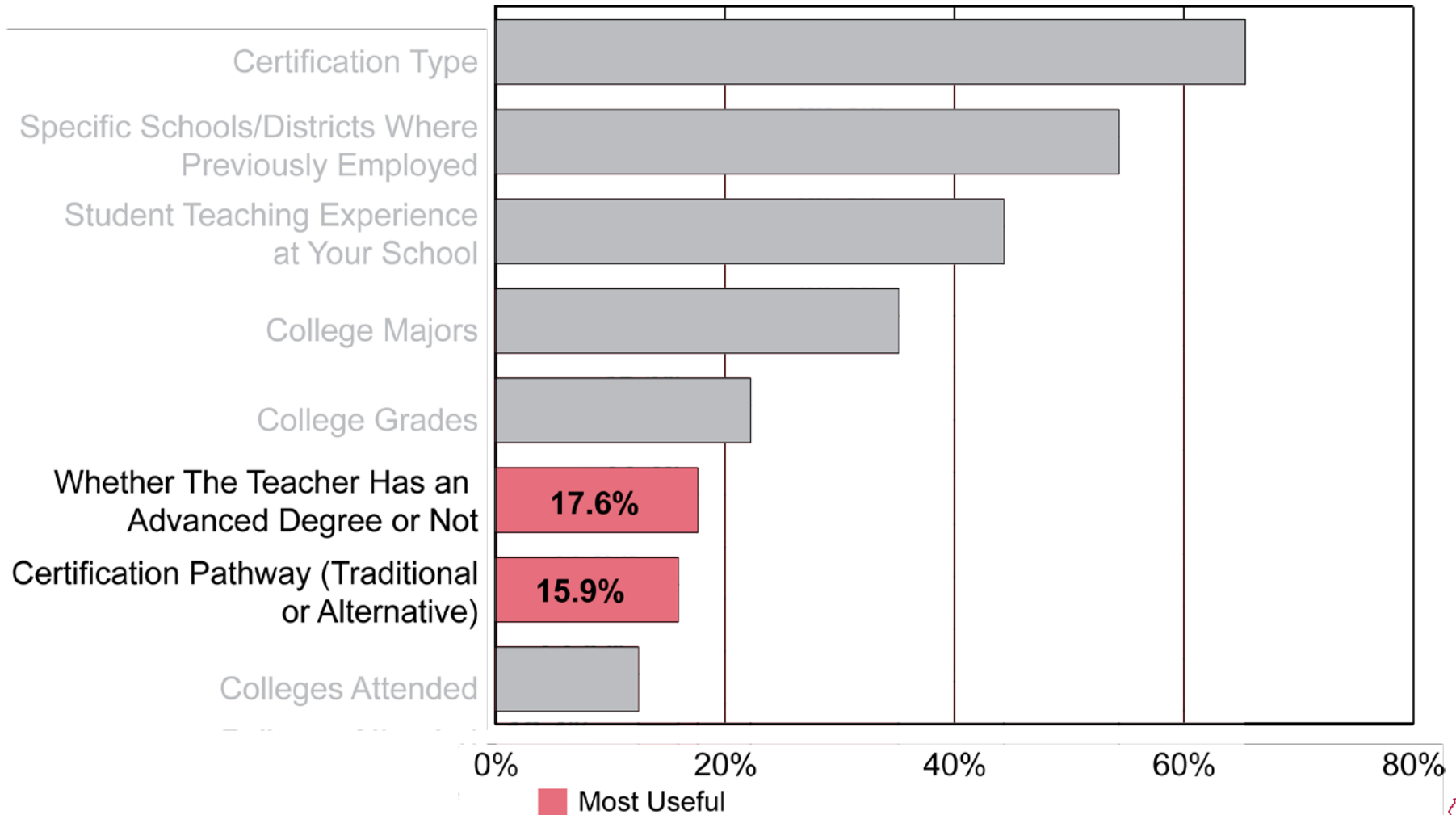
# Which characteristics are most important in hiring a prospective teacher?



# Which tools are most useful in assessing the quality of a prospective teacher at your school?



# How useful do you find the following portions of a prospective teacher's resume?

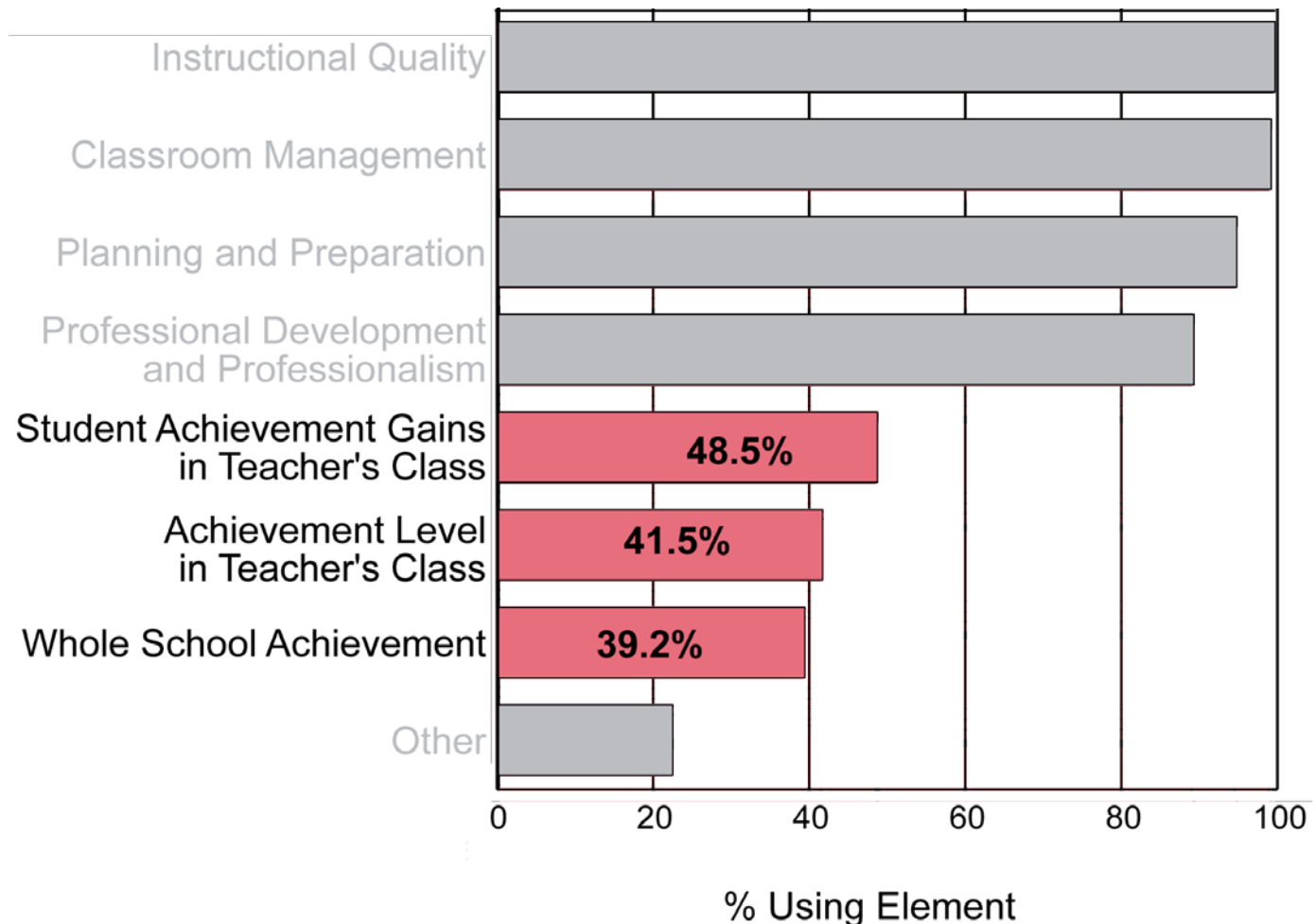


# Finding #2:

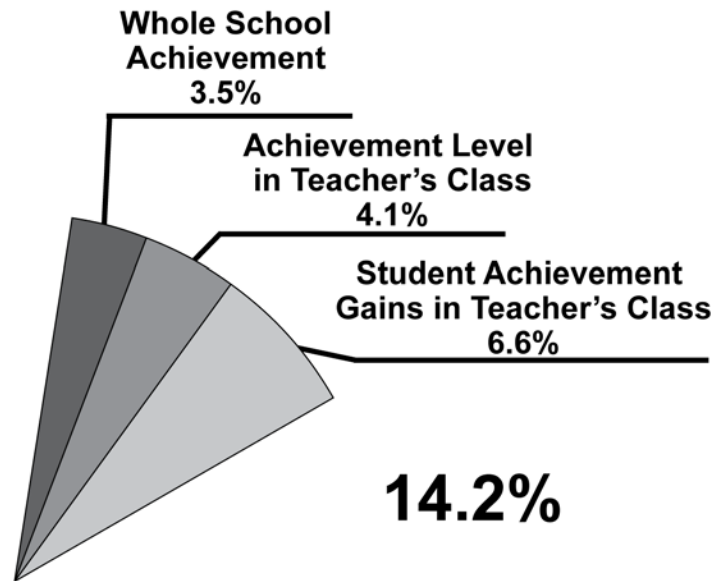
**Teacher Evaluation:** Many systems do not include any measures of student achievement and, where they are included, they don't count for much. Instead, classroom observations and other measures of teaching practice are viewed as considerably more useful.



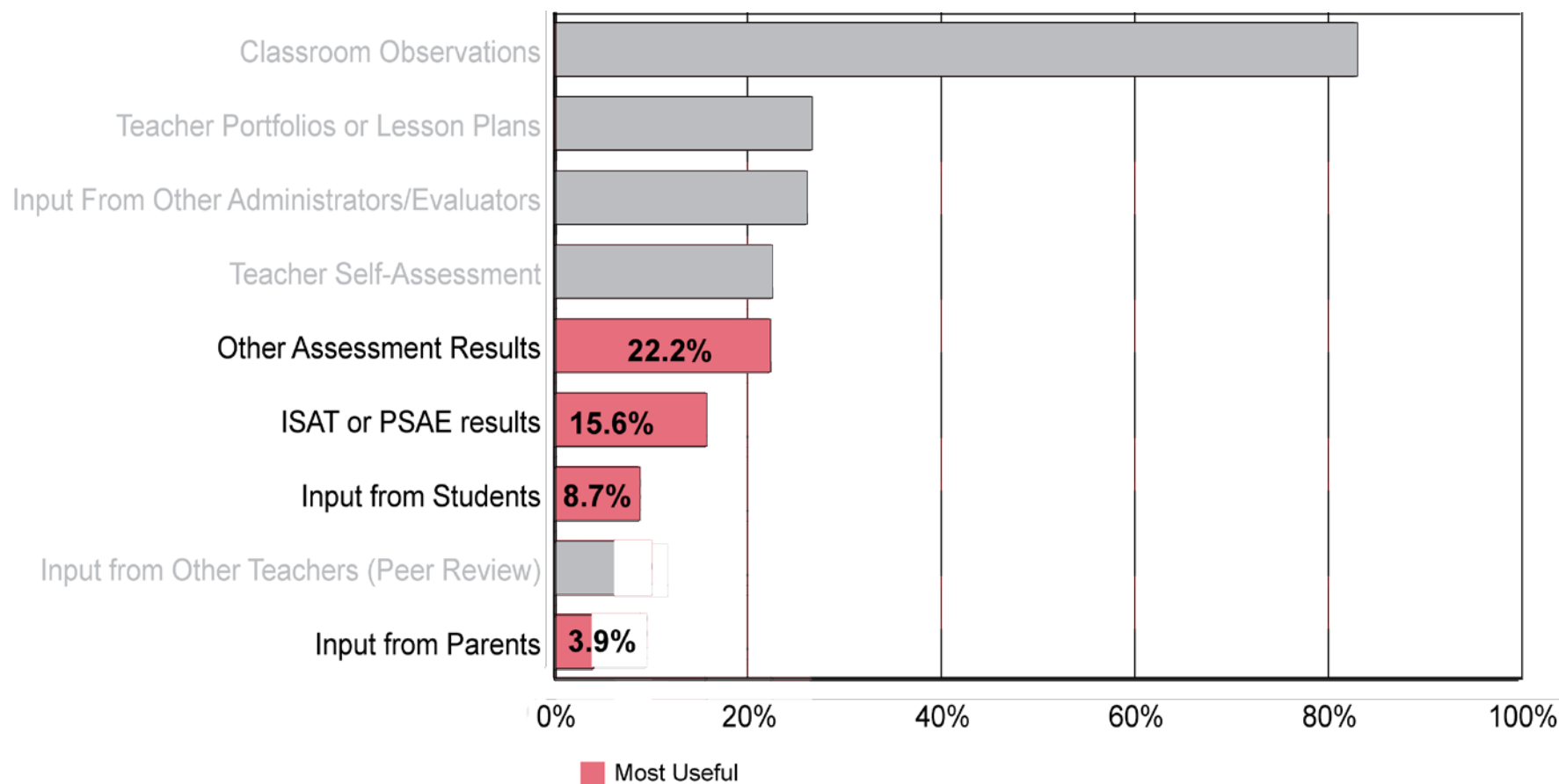
# Which of the following elements do you include in evaluations of tenured teachers?



**When you are evaluating tenured teachers in your school, what proportion of the evaluation derives from each of the following elements?**



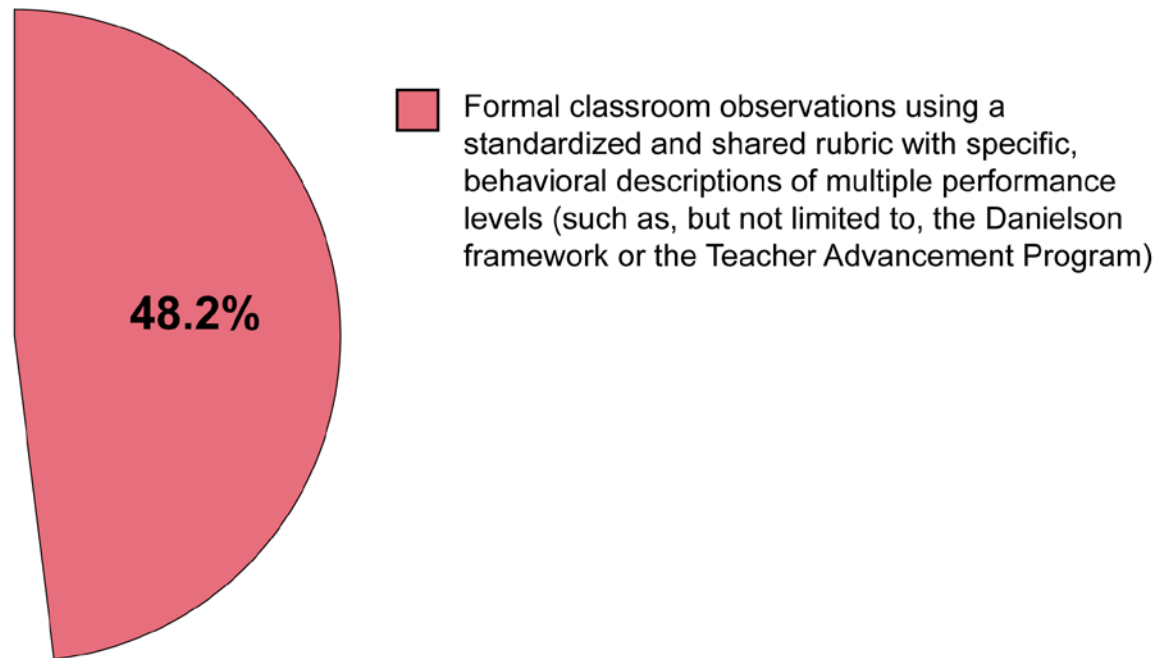
# How useful are each of the following tools in evaluating the performance of tenured teachers at your school?



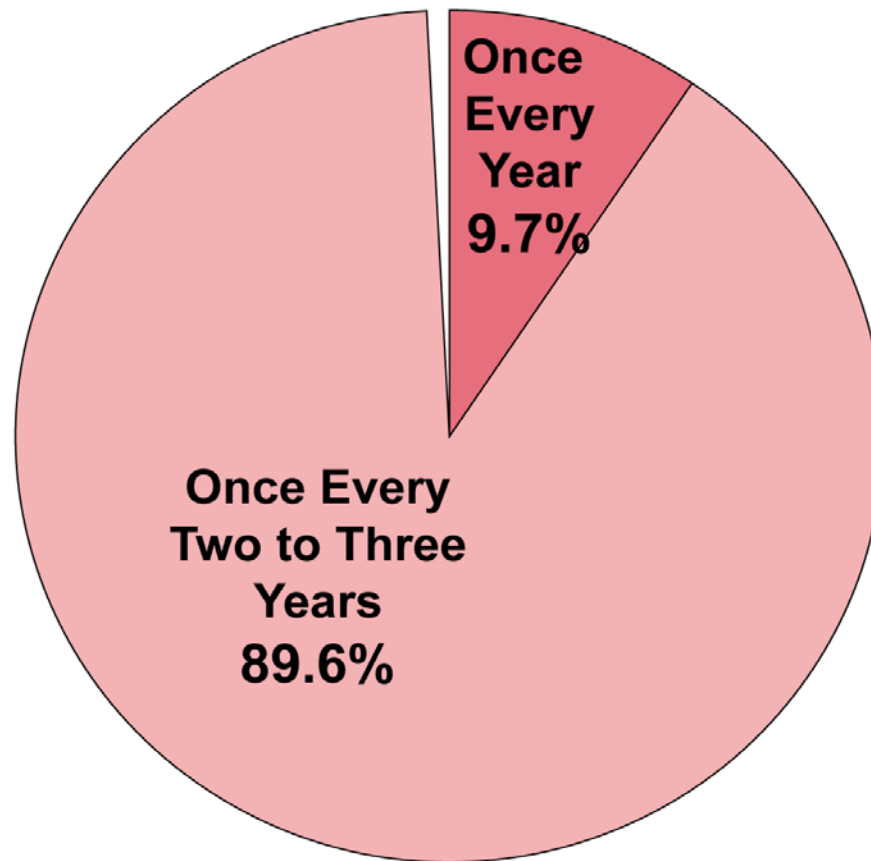
## Finding #3:

**Despite frequent criticisms, there are some promising features of the **teacher evaluation** systems currently used by Illinois principals.**

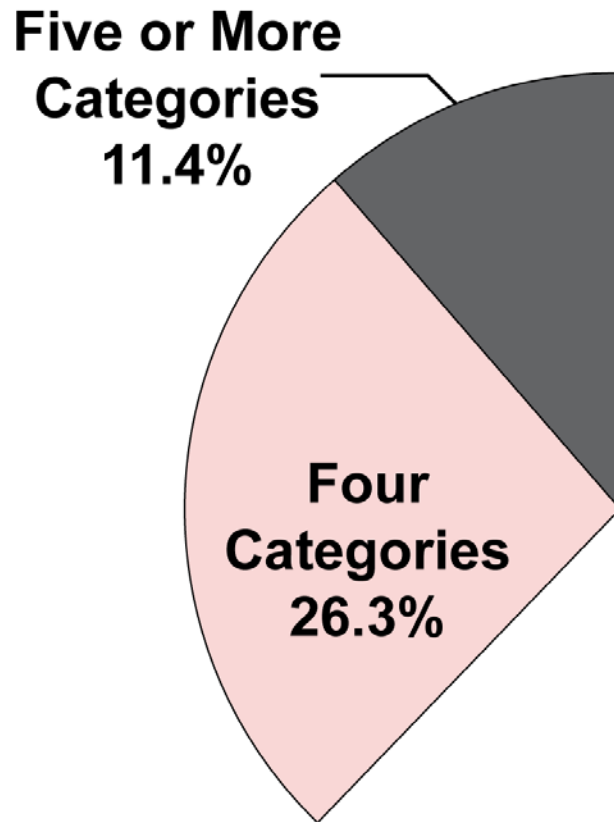
# Which of the following describes the classroom observation format that is most important in your evaluation of tenured teachers?



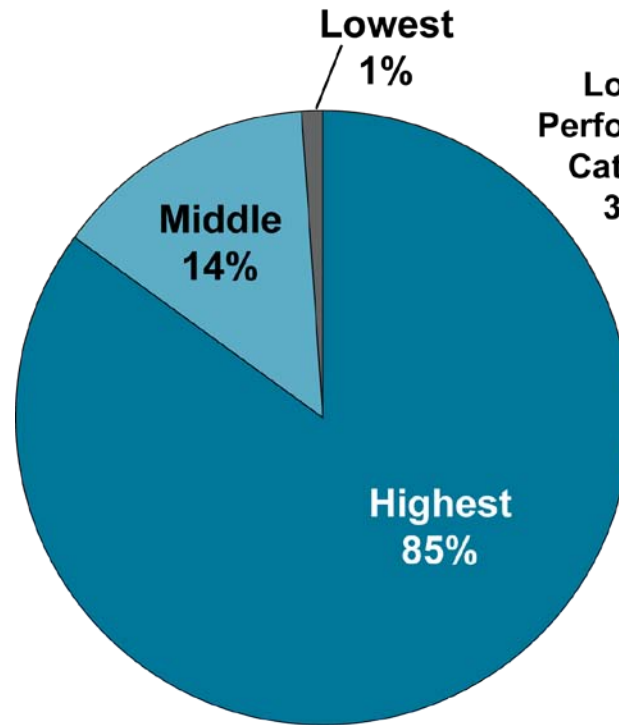
# On average, how often do tenured teachers in your school undergo a full evaluation?



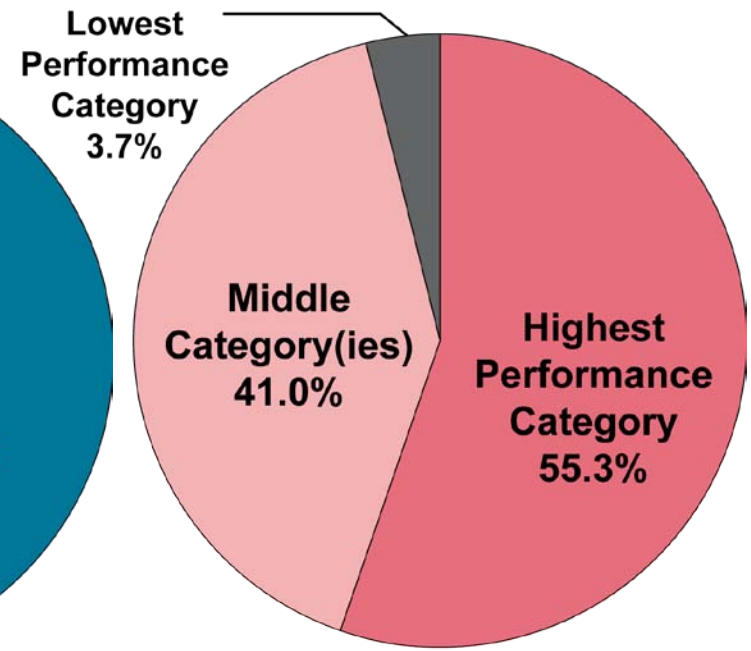
# How many performance categories does your teacher evaluation system have?



**On average, what proportion of ALL your teachers' evaluation fall into each of the following performance categories?**



**The Widget Effect**

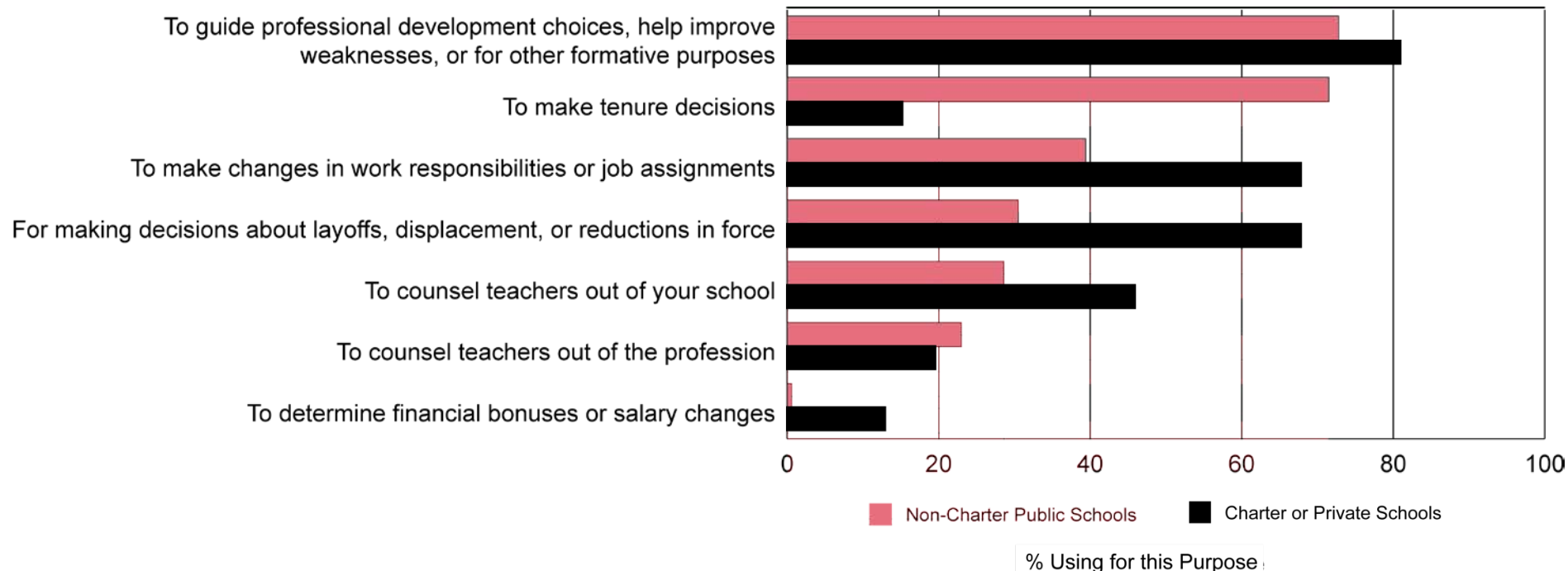


**IERC Survey**



# In what ways do you use the results of teacher evaluations at your school?

*(Check all that apply.)*



# Implications

- Room for improvement in policy and principals' pre-service and in-service education to help make teacher hiring and evaluation more strategic and more valid
  - use of more research-based criteria
  - alignment between hiring, evaluation, and other systems
- A lot of work to be done (in some areas) to meet PERA requirements
  - especially with regard to the role of student growth

# Questions or comments?



**Brad White, Senior Researcher**  
**Illinois Education Research Council**  
**[brawhit@siue.edu](mailto:brawhit@siue.edu)**  
**618-650-2240**