

# Principal Selection: Equity Through Objective Methods

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a round table discussion  
presented by

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# The Student Achievement-School Leadership Connection

- School leadership has a measurable effect on student achievement.<sup>1</sup>
- A majority of students nationally continue to perform below proficient in Mathematics and Reading.<sup>2</sup>
- School leadership affects student achievement through mediating factors (i.e., school culture).<sup>3</sup>
- Principal selection has not changed significantly since the 1950s.<sup>4</sup>
- Student equity issues may arise when school districts select school leaders through subjective methods.

<sup>1</sup>Waters, Marzano, & McNulty (2004), Hattie (2015)

<sup>2</sup>Institute of Education Sciences, National Center for Education Statistics, (2016)

<sup>3</sup>Mills, McDowelle, & Rouse, (2011)

<sup>4</sup>McIntyre, (1974); Palmer, (2014; 2016); Palmer & Mullooly, (2015); Palmer, Kelly, & Mullooly (2016); Wendell & Breed, (1988)

# The Student Achievement-School Leadership Connection

## The 21 Responsibilities of Effective Leaders<sup>5</sup>

<b>Culture (d=.29)</b> (develop school culture, shared beliefs, and norms)	<b>Visibility (d=.16)</b> (maintains presence in classrooms)	<b>Change agent (d=.30)</b> (challenge stagnant school practices)
<b>Order (d=.26)</b> (establish predictability through procedures)	<b>Contingent rewards (d=.15)</b> (promote high expectations and praise exemplary staff)	<b>Optimizer (d=.20)</b> (focus staff on positive aspects of school and potential future success)
<b>Discipline (d=.24)</b> (safeguard staff from distractions that may disrupt teaching and learning)	<b>Communication (d=.23)</b> (develop and foster communication channels among staff)	<b>Ideals/beliefs (d=.25)</b> (guided by well-developed beliefs regarding education)
<b>Resources (d=.26)</b> (ensure teachers have necessary training, support, and materials)	<b>Outreach (d=.28)</b> (advocate for school stakeholders to ensure compliance with regulations)	<b>Monitors/evaluates (d=.28)</b> (establish evaluate practices and feedback systems to monitor learning outcomes)
<b>Curriculum, instruction, &amp; assessment (d=.16)</b> (support teachers with design and implementation)	<b>Input (d=.30)</b> (promote staff input in decision-making through procedures)	<b>Flexibility (d=.22)</b> (honor opinions from staff and adapt leadership style when necessary)
<b>Focus (d=.24)</b> (establish and promote measureable school goals)	<b>Affirmation (d=.25)</b> (celebrate staff and school successes and acknowledge deficiencies)	<b>Situational awareness (d=.33)</b> (monitor to daily school operations and proactively address potential problems)
<b>Knowledge of curriculum, instruction, assessment (d=.24)</b> (maintain awareness of research on effective teaching practices)	<b>Relationship (d=.19)</b> (develop and maintain personal relationships with staff)	<b>Intellectual stimulation (d=.32)</b> (uses current educational research practices in school discussions)

<sup>5</sup>Adapted from *School Leadership that Works* by Marzano, Waters, & McNulty, 2005, p. 71

# Student Achievement in the United States

## Student Performance from *The Condition of Education 2016*<sup>6</sup>

Reading Performance			2013	2015
Percentage of students who scored at or above proficient				
4 <sup>th</sup> grade students			35%	36%
8 <sup>th</sup> grade students			36%	34%
12 <sup>th</sup> grade students			38%	37%
Mathematics Performance			2013	2015
Percentage of students who scored at or above proficient				
4 <sup>th</sup> grade students			42%	40%
8 <sup>th</sup> grade students			35%	33%
12 <sup>th</sup> grade students			38%	37%

<sup>6</sup>Adapted from Institute of Education Sciences, National Center for Education Statistics, *The Condition of Education 2016*, p. xxv

# The State of Principal Selection

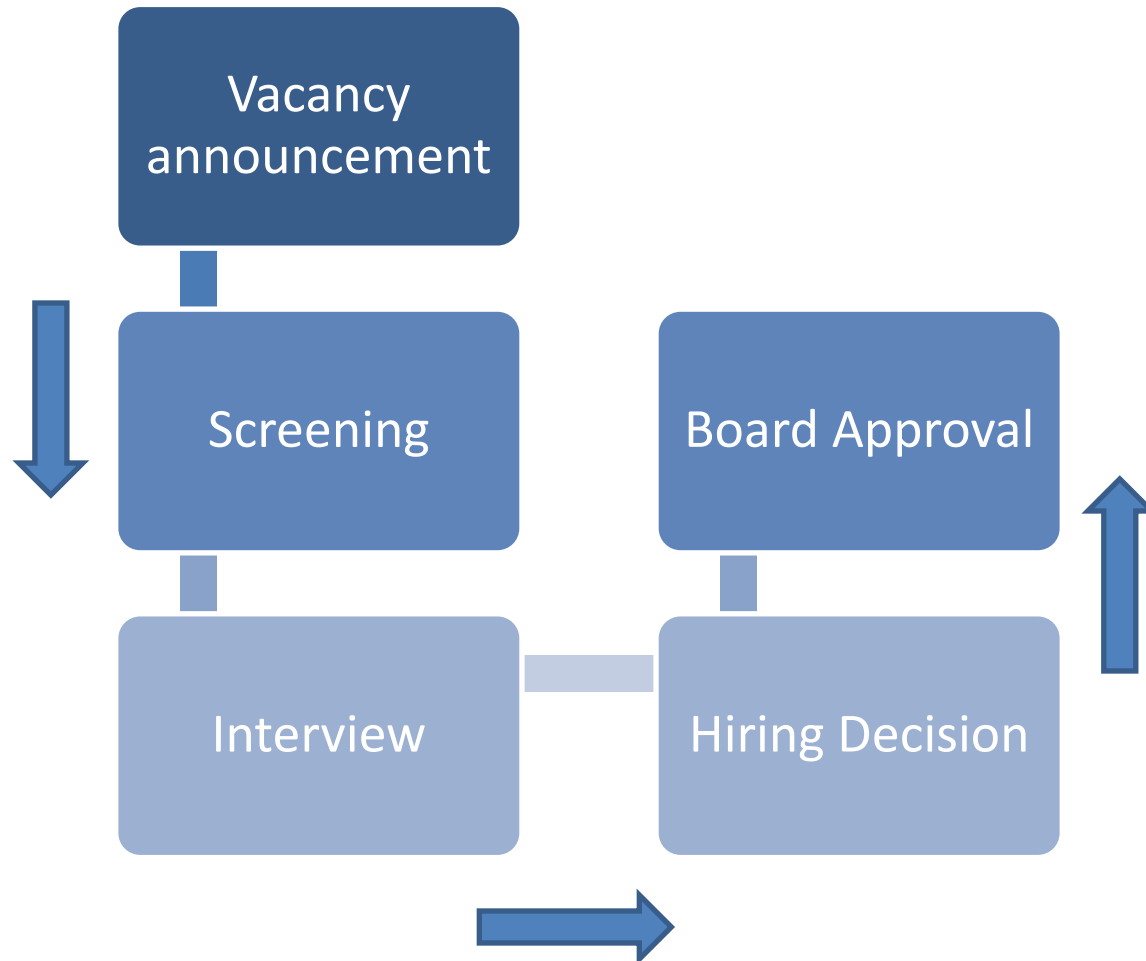
- Principal selection has not evolved with the added importance of the role.<sup>7</sup>
- School district leaders believe the *21 Leadership Responsibilities*<sup>8</sup> are important to consider when selecting principals.<sup>9</sup>
- School district leaders do not have adequate methods to determine if candidates possess the *21 Leadership Responsibilities*.<sup>10</sup>

<sup>7</sup> Palmer, (2014; 2016); Palmer & Mullooly, (2015); Palmer, Kelly, & Mullooly (2016);

<sup>8</sup>Marzano, Waters, & McNulty, (2005)

<sup>9,10</sup>Rammer, (2007)

# Common Principal Selection Process<sup>11</sup>



<sup>11</sup>Baltzell and Dentler, (1983); Rammer, (2007); Palmer, (2014; 2016); Palmer & Mullooly, (2015); Palmer, Kelly, & Mullooly (2016)

# Rigorous Principal Selection Process



<sup>12</sup>Baltzell and Dentler, (1983)

<sup>13</sup>Porter, A. C., Polikoff, M. S., Goldring, E., Murphy, J., Elliott, S. N., & May, H. (2010)

<sup>14</sup>Wildy, Pepper, & Guanzhong, (2011)

# Recommendations

- Supplement existing subjective selection methods with objective methods to enhance the principal selection process.
- Selecting principals with qualities that can raise or sustain student achievement promotes equity within schools.
- Experimenting, developing, and innovating objective selection methods to address equity concerns for students.
- Partner with universities and education organizations to develop objective selection methods.



# The Future of Principal Selection

“Recent years have seen efforts to improve methods of selecting supervisory-administrative personnel in industry and in schools. Methods of selecting school supervisors are likely to advance further as the changed nature of supervisory positions in modern times are further clarified and as resources become available for inquiry and experimentation with existing and new methods.”<sup>15</sup>

<sup>15</sup>Greene, (1954),

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# Resources

- Performance task example
  - Wildy, H., Pepper, C., & Guanzhong, L. (2011)
    - [goo.gl/pge63Rcontent\\_copy](http://goo.gl/pge63Rcontent_copy)
- Blind screening example
  - Baltzell and Dentler (1983) p. 24-27
    - <http://files.eric.ed.gov/fulltext/ED319107.pdf>
- Leadership inventory example
  - Principal Insight Assessment by GALLUP
    - <https://gx.gallup.com/principalinsight.gx> (1-877-425-5872)
  - Porter, A. C., et. al (2010), Vanderbilt Assessment of Leadership in Education
    - [http://valed.com/documents/2\\_Porter%20et%20al\\_EAQ.pdf](http://valed.com/documents/2_Porter%20et%20al_EAQ.pdf)
- Principal Research Center Inc.
  - <http://principalresearchcenter.org/resources/>

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