



Evaluating the Impact of Principal Coaching: Developing an Approach to Measuring Leadership Behavior

Katie Drucker, PhD

American Evaluation Association Conference

October 17, 2014

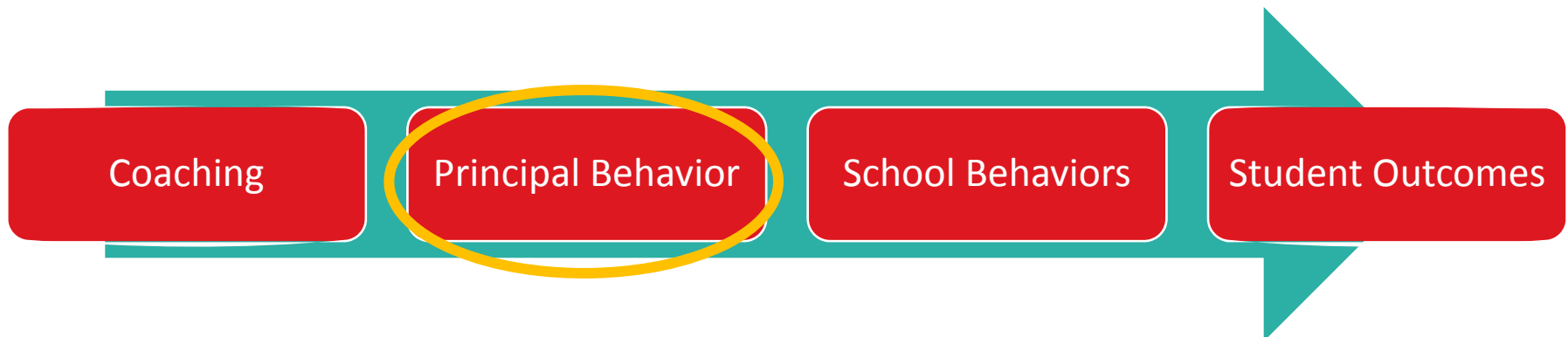


NYC Leadership Academy's Mission

Prepare and support school leaders who can transform the most challenging schools and improve outcomes for all students, particularly the most vulnerable.

NYC Leadership Academy Coaching

- Provides coaching to most first-year principals in NYC Department of Education
- Experienced principals can choose to continue coaching using school funds
 - In 2013, 34% of 2nd-5th year NYC principals participated in coaching
- NYCLA coaching is ultimately in service of the students, with the principal as the intermediary



Leadership Performance Planning Worksheet (LPPW)

- Articulates specific behaviors of effective school leaders
- Focuses on what is key for early-career principals
- Grounds the coaching work



Measured via the Leadership Behavior Survey (LBS)

Leadership Behavior Survey (LBS) Development

- Developed using the LPPW, with coach and program team input and reviews
- Underwent a content validity review by NYCLA staff, and small-scale pilot
- Contains 52 Likert-style questions about the principal's behavior, aligned to 8 LPPW dimensions

I have trouble reading people's body language.
(Communication)

I use research to inform instructional and organizational decisions. (Learning)

I behave in a way that is a model for my staff and students.
(Personal Behavior)

Leadership Behavior Survey Data Collection

Principal



Fall 2013 LBS



Report summarizing responses

220

Spring 2014 LBS



Report summarizing responses and trends

220

Coach



Fall 2013 LBS



Report summarizing his/her and principal's responses

220

Spring 2014 LBS



Report summarizing his/her and principal's responses and trends

220

One Tool - Multiple Purposes

Principal Level

- Used to inform the coaching work, and help participants reflect on their practice

Key for building stakeholder buy-in

Coach Level

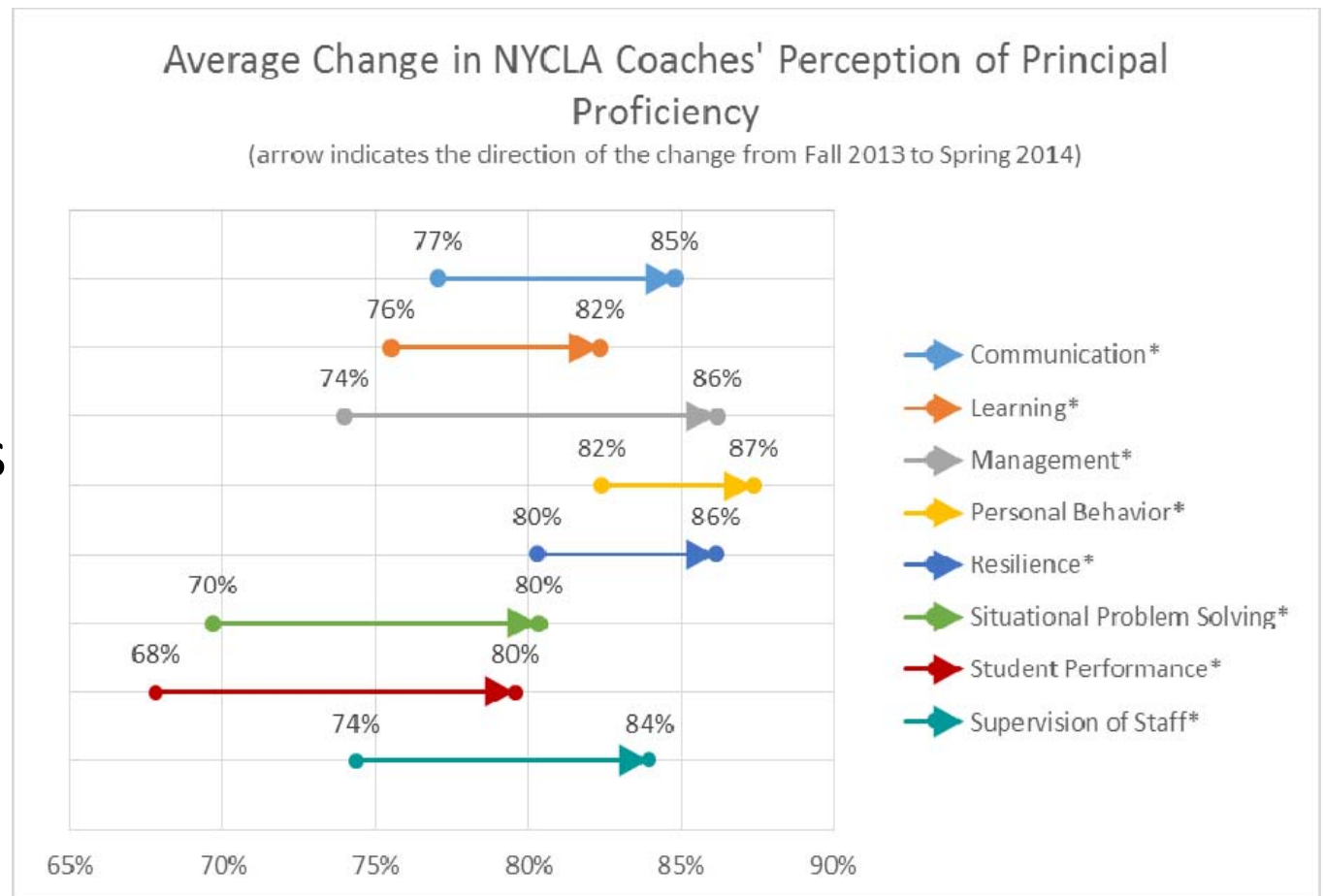
- Helps coaches reflect on their practice across coachees, and how their trends compare to other coaches' work

Program Level

- Used to measure changes in participants' behavior over the course of coaching

How much change in behavior did coaches observe?

- Coaches reported significant 'growth' in all 8 dimensions
- Management and Student Performance were the areas with the most 'growth'

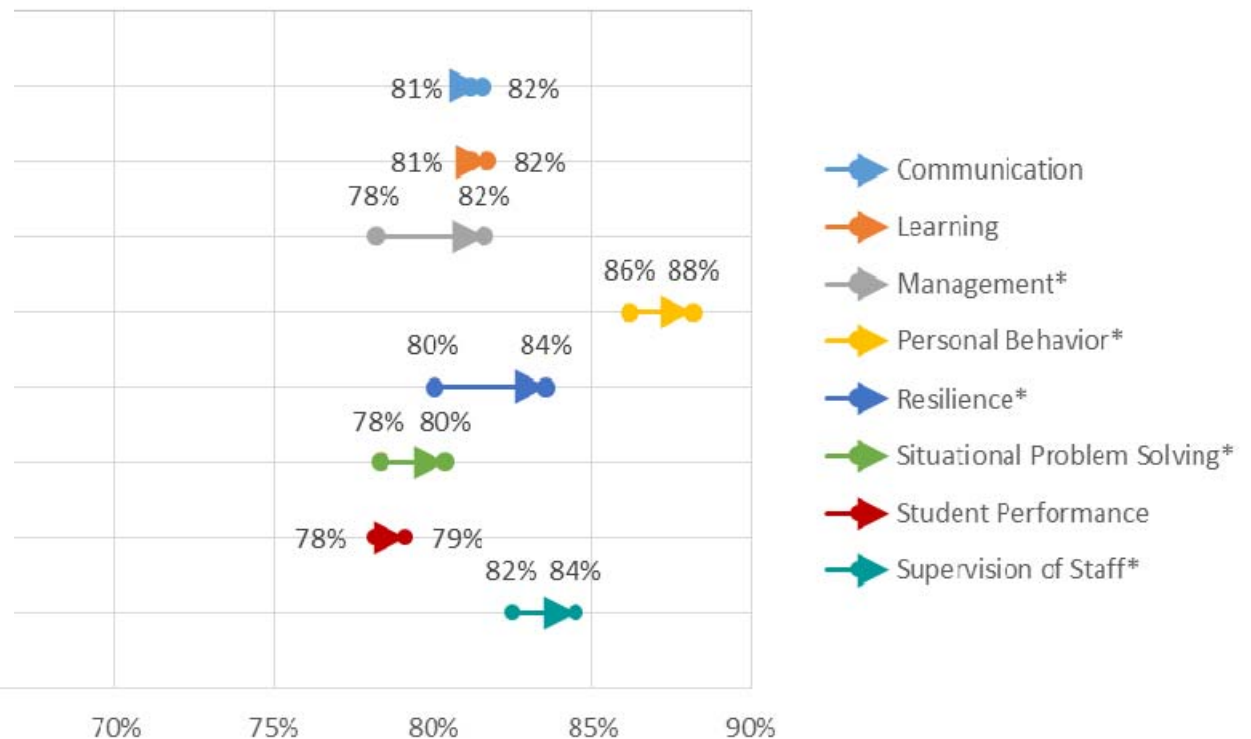


How much change in behavior did principals perceive?

- Management and Resilience were the areas with the most 'growth'
- Principals perceived less growth than coaches did, but had viewed themselves more positively than coaches did in the Fall

Average Change in Principals' Self-Perception of Proficiency

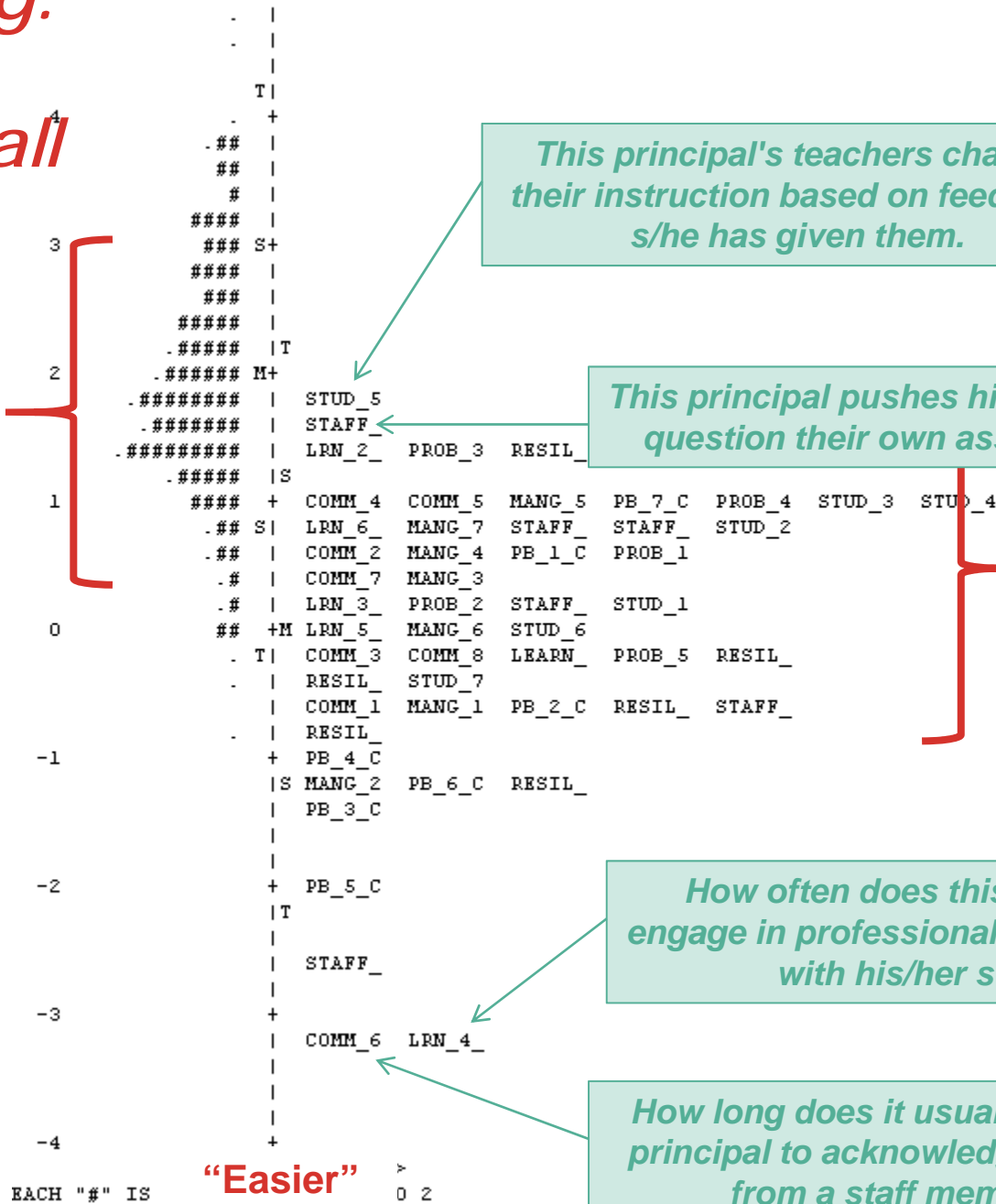
(note that the arrow indicates the direction of the change from Fall 2013 to Spring 2014)



Rasch Scaling: Coach Perception Fall 2013

Principals

“Harder”



This principal's teachers change their instruction based on feedback s/he has given them.

This principal pushes his/her staff to question their own assumptions

Behaviors

How often does this principal engage in professional development with his/her staff?

How long does it usually take this principal to acknowledge an email from a staff member?



Improvements for 2014-15 Data Collection

- Items were too “easy” to agree with
 - Behaviors were made more specific and aspirational
 - *“During meetings, I make sure there is time for people to ask questions”* became *“During meetings, I strongly encourage people to ask questions and express diverse points of view”*
- Coaches felt that some items did not get at the “quality” of the behavior
 - Revisions were made to address this, though sometimes resulting in less concrete behaviors
 - *“How often do you invite families to the school?”* became *“I actively promote and foster relationships with students’ families”*
- Coaches felt that there were not always enough response choices
 - An additional response category was added to address this, and increase variance in data

Lessons Learned and Remaining Questions

- Working with the program team to make meaning of results
 - *If a principal's score goes down, how do we interpret this trend?*
 - *Given that coaches are not randomly assigned to principals, how can we use this to inform coach practice?*
- Working with coaches to integrate the LBS into their practice, instead of just compliance
 - *If we believe these are key behaviors, coaches should make an effort to focus on them in the coaching*

Questions?

Katie Drucker

Senior Director, Research & Evaluation

NYC Leadership Academy

kdrucker@nycleadershipacademy.org



NYC Leadership Academy

Founded in 2003, the NYC Leadership Academy is a national nonprofit organization that:

- Designs and implements leadership development programs as the primary provider for the NYC Department of Education (NYCDOE), and
- Offers short and long-term consulting to help districts, states, universities, and other organizations build and strengthen strategic and sustainable school leadership development activities



Leadership Behavior Survey – Initial Results

- Data generally were negatively skewed, with less than desired variation
- Principals tended to view themselves more positively than their coaches

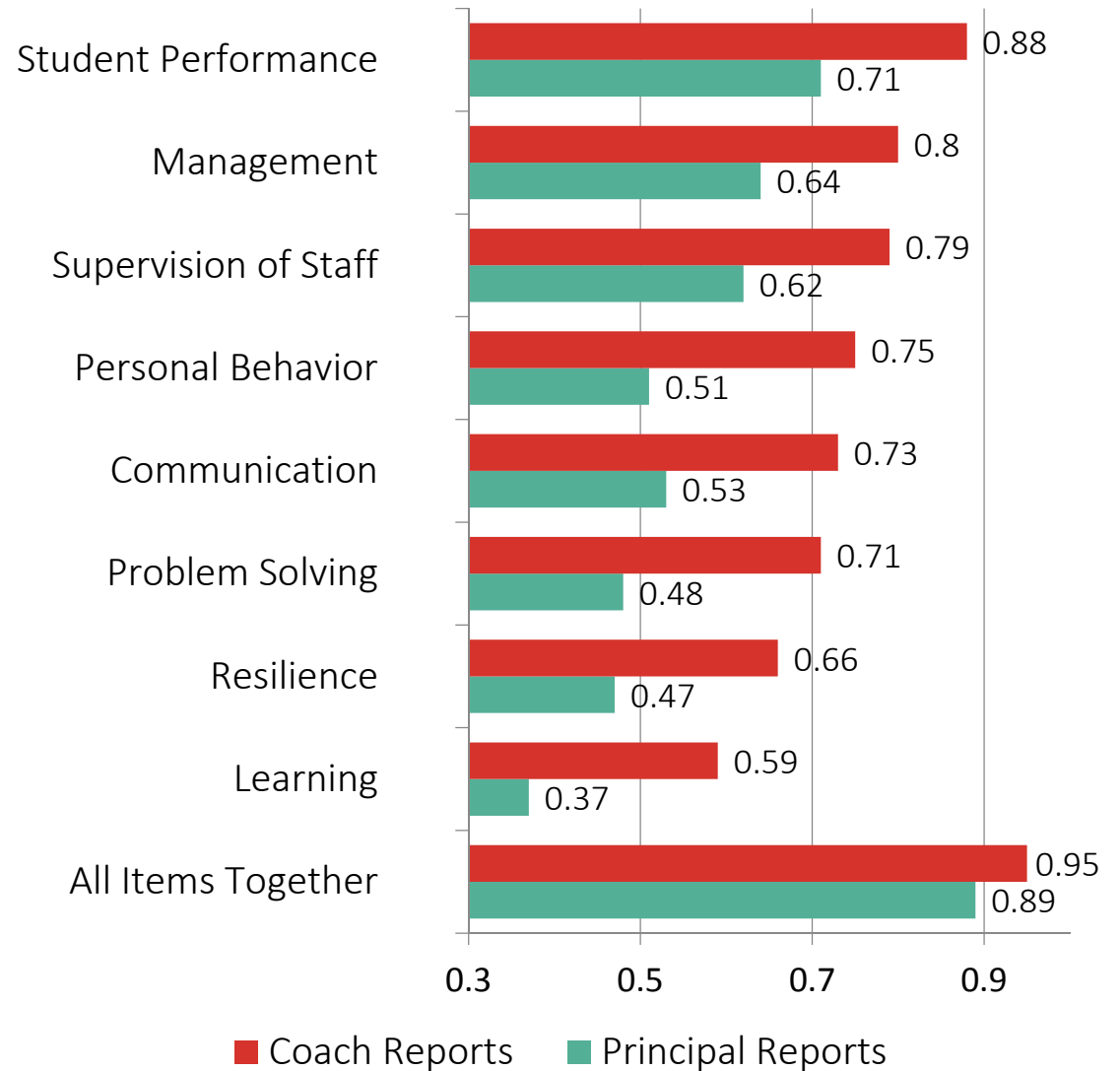
Scale Means and Standard Deviations – Fall 2013



Evidence of Reliability

- Coaches had higher reliability than principals
- Could suggest coaches gave more consistent responses, or due to less variance in principal data

Cronbach's Alpha – Fall 2013

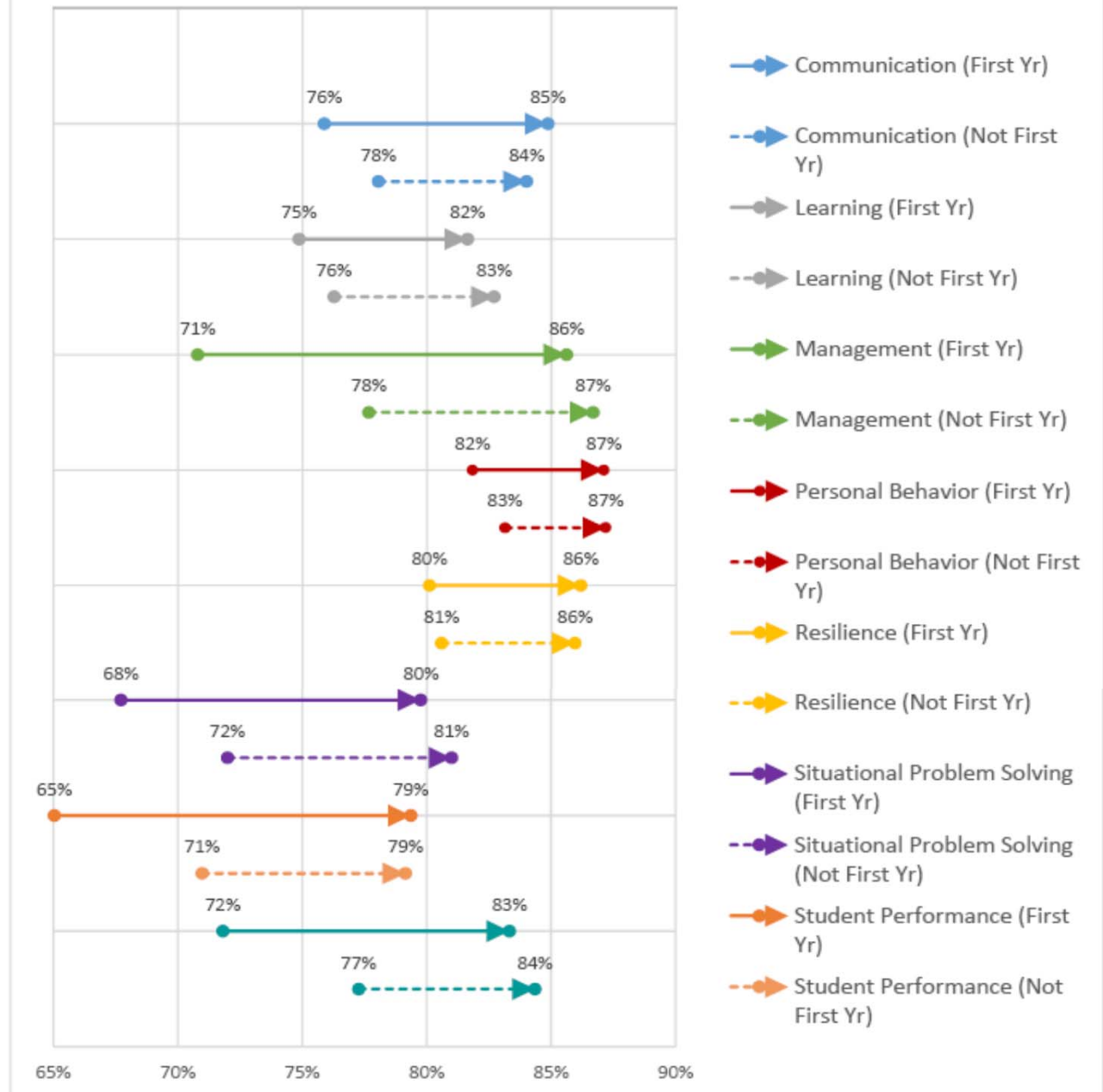


New vs. Experienced Principals

Coaches perceived new principals as beginning with lower proficiency, but with more growth in general



Average Change in NYCLA Coaches' Perception of Principal Proficiency - First Year Principals vs. Non-First Year Principals
(arrow indicates the direction of the change from Fall 2013 to Spring 2014)



Next Steps

- Improved LBS will be administered in 2014-15
- Triangulating results – how does the LBS relate to other school or principal indicators?
- Digging deeper – are there different patterns for different types of principals in different types of schools?