



RESEARCH BRIEF

Research Services

Vol. 1105
February 2012

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2011-12 IPEGS Training for School Administrators: Survey Results

At A Glance

The survey results indicate that school administrators are familiar with the Instructional Performance Evaluation and Growth System (IPEGS); most rate themselves as proficient in conducting teacher observations. In addition, a majority of school administrators report a high degree of familiarity with both the IPEGS standards and the four-point rating rubric. A large majority of school administrators consider the 2011-2012 IPEGS training as helpful or very helpful in preparing school administrators to rate instructional personnel on achieving both observable and non-observable standards.

Background

On March 24, 2011 Governor Rick Scott signed into law the *Student Success Act*, a Florida law that changes the way the teachers in the state's public schools are evaluated. Beginning with the 2011-12 school year, the Student Success Act calls for one-half of each teacher's evaluation to be based on the ratings made by school administrators, and another half to be based on the student achievement gains calculated via a complex statistical procedure known as the *Value Added Model*. The outcomes from these two components will be combined resulting in one of the four possible levels of performance (highly effective, effective, needs improvement/developing or unsatisfactory).

In the Miami-Dade County Public Schools, the *Instructional Performance Evaluation and Growth System* (IPEGS) is used as a framework for rating teacher (and other instructional personnel) performance. The IPEGS includes standards, both observable and non-observable, as well as sample indicators for each of the standards. In addition, it includes a system for documenting teacher performance and a procedure for conducting performance reviews.

During the summer and early autumn of 2011, the Office of Professional Development conducted a series of mandatory workshops for school administrators focused on the implementation of the 2011-2012 IPEGS. School administrators who worked previously with the IPEGS attended half-day update training, while the school administrators who have not worked previously with the IPEGS participated in a full day training session. Later, in the October-November 2011, the Office of Professional Development conducted a web-based survey of school administrators that addressed the training sessions conducted earlier. The results of the survey are summarized below.

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Participants

A total of 220 principals and 270 assistant/vice principals submitted completed surveys. The return rates were approximately 62.0% for principals and 45.9% for assistant principals. (Here and in the rest of this paper the term *assistant principal* is used as a term inclusive of the vice principal category.) The distribution of school administrators by school type is shown in the following table.

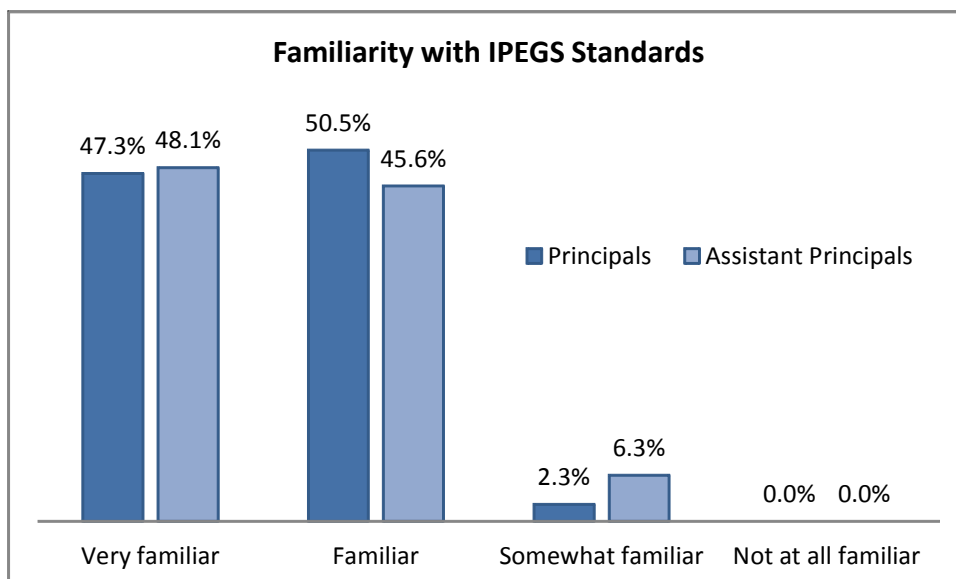
Type of School	Principals	Assistant Principals
Elementary	126 (57.3%)	96 (35.6%)
K-8 Center	27 (12.3%)	37 (13.7%)
Middle	35 (15.9%)	59 (21.9%)
Senior High	23 (10.5%)	61 (22.6%)
Adult/Alternative/Specialized	9 (4.1%)	17 (6.3%)

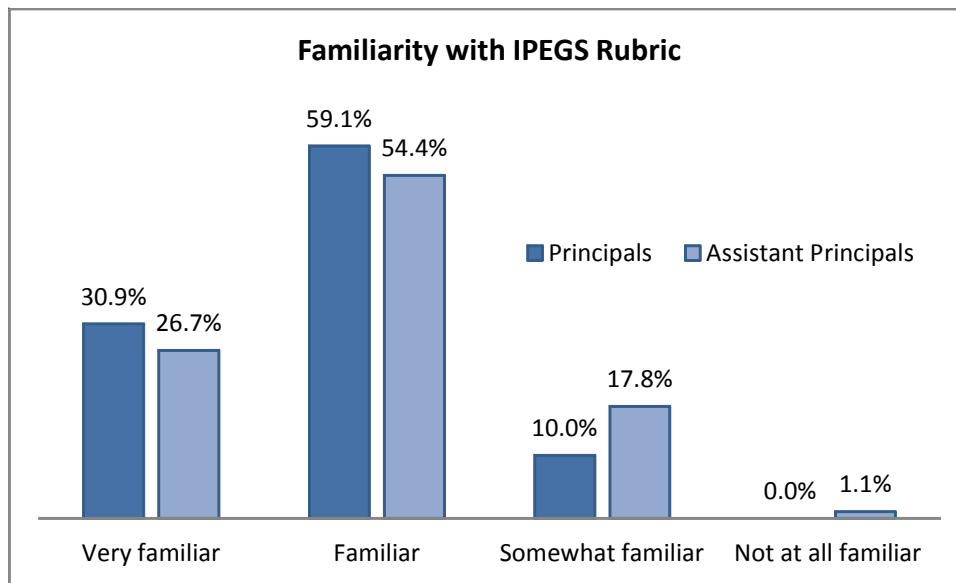
Survey Results

When asked to describe their level of experience with the IPEGS, 213 principals (96.8%) and 246 assistant principals (91.1%) stated that they were trained in IPEGS prior to the 2011-2012 school year and have participated in the 2011-2012 half-day update training. Only two principals and one assistant principal stated that they were trained in the IPEGS prior to the 2011-2012 school year and did not participate in the 2011-2012 half-day training. Five principals (2.3%) and 23 principals (8.5%) stated that they were new to the IPEGS and participated in the full day 2011-2012 IPEGS training.

Asked to rate their levels of proficiency in conducting observations in the IPEGS model, 88 principals (40.0%) rated themselves as highly proficient, 121 (55.0%) as proficient and only 11 (5.0%) as needing some additional support. Assistant principals answered this question in a similar way: 94 of the 270 assistant principals (34.8%) rated themselves as highly proficient, 164 (60.7%) as proficient and only 12 (4.4%) as needing some additional support. These high ratings are not surprising given that the majority of participants were trained in IPEGS prior to the 2011-2012 and attended the half-day update training.

The next two items on the survey asked to report on the respondents' familiarity with the IPEGS performance standards and the four-point rating rubric. The distribution of responses is shown in the following figures.





It can be seen that the school administrators reported a high degree of familiarity with both the IPEGS standards and the four-point scoring rubric, although the respondents were slightly less familiar with the scoring rubric than with the IPEGS standards.

The next two items of the survey inquired about the helpfulness of the 2011-2012 IPEGS training in preparing school administrators for the two tasks: conducting formal observations using the IPEGS **observable** performance standards and rating the evidence of teacher effectiveness using the IPEGS **non-observable** performance standards. The distribution of the participants' responses is presented in the following table.

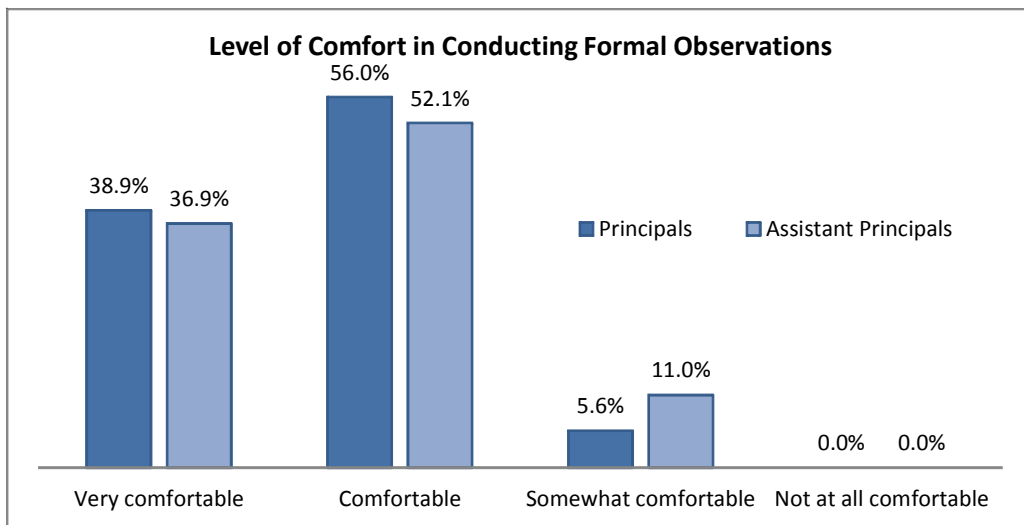
	Conducting Formal Observations and Using IPEGS Observable Standards		Using IPEGS to Rate the Evidence of Non-Observable Standards	
	Principals	Assistant Principals	Principals	Assistant Principals
Very Helpful	46.8%	39.6%	34.5%	30.4%
Helpful	45.5%	46.7%	50.9%	48.5%
Somewhat helpful	7.7%	13.3%	13.6%	20.4%
Not at all helpful	0.0%	0.4%	0.9%	0.4%

The table shows that the majority of respondents found the 2011-12 IPEGS training helpful or very helpful in preparing them to work with both observable and non-observable IPEGS standards.

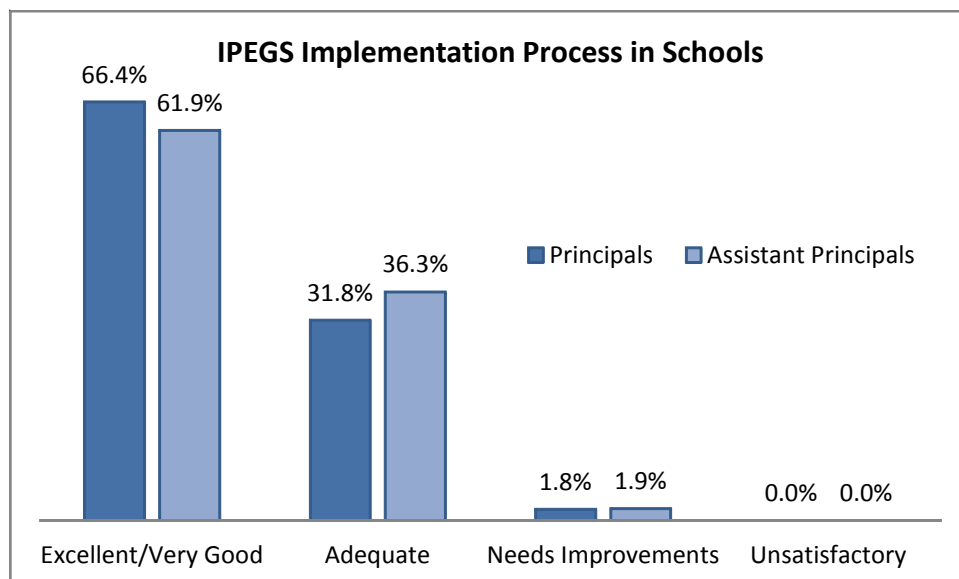
During the 2011-2012 IPEGS training, the participants were instructed on the use of the new 2011-2012 IPEGS Procedural Handbook. In addition, they watched the excerpts from the 2011-2012 IPEGS Update Video created by the Office of Professional Development. This video was created to provide all instructional staff with information concerning the 2011-2012 IPEGS procedures. It was to be shown to all instructional staff at the beginning of the 2011-2012 school year. The next two items on the survey inquired about the helpfulness of the 2011-2012 IPEGS Procedural Handbook for implementing the IPEGS process in the school and the helpfulness of the Update Video for providing information to staff regarding the changes to IPEGS for 2011-2012. Only one assistant principal reported that the staff at his/her school did not watch the video. The distribution of responses to these two items is shown in the following table.

	2011-2012 IPEGS Procedural Handbook		2011-2012 IPEGS Update Video	
	Principals	Assistant Principals	Principals	Assistant Principals
Very Helpful	49.1%	45.2%	45.5%	35.9%
Helpful	48.6%	50.0%	45.9%	47.0%
Somewhat helpful	2.3%	4.8%	8.2%	16.3%
Not at all helpful	0.0%	0.0%	0.5%	0.4%

The next survey item inquired about how comfortable respondents were conducting formal observations in 2011-2012. Four principals (1.8%) and seven assistant principals (2.6%) reported that they have not conducted any formal observations during the current school year. The distribution of responses of all other participants is shown in the following figure.



The last selected-response item asked respondents to rate the overall IPEGS implementation process at their schools. The responses are presented in the following figure.



In addition to the selected-choice items, the survey offered the participants an opportunity to provide their feedback on the two open-ended items. The entire list of comments on both open-ended items is available to the staff of the Office of Professional Development. Here, only a brief summary of comments is provided.

The first open-ended item requested that participants comment on the IPEGS implementation process in their schools. In all, 47 principals (21.4% of all principals who participated in the survey) and 36 Assistant Principals (13.3%) provided comments. A common category of comments was the one in which the respondents reported that the 2011-2012 IPEGS implementation process was going well in their schools. This view was expressed by 15 principals (31.9% of all principals who provided comments) and 14 assistant principals (38.9%).

The second open-ended item requested that the participants provide suggestions on the IPEGS training and possible ways to improve it. In all, 45 principals (20.5% of all principals who completed the survey) and 28 assistant principals (10.4%) provided comments. Comments that expressed the respondents' view that school administrators and/or teachers need more training on the standards, the rubric, and the end-of-year summative evaluations were common. This view was expressed by 15 principals (33.3% of all principals who provided comments) and 10 assistant principals (35.7%). Respondents suggested viewing videos of teaching and subsequently discussing the four-point rubric for rating observable standards or visiting actual classrooms.

Discussion

The survey results indicate that school administrators are familiar with the IPEGS; most rate themselves as proficient in conducting teacher observations. In addition, a majority of school administrators report a high degree of familiarity with both the IPEGS standards and the four-point rating rubric. A large majority of school administrators consider the 2011-2012 IPEGS training as helpful or very helpful in preparing school administrators to rate instructional personnel on achieving both observable and non-observable standards. Furthermore, a large majority of school administrators consider the 2011-2012 IPEGS Procedural Handbook as well as the 2011-2012 IPEGS Update Video as helpful or very helpful in implementing the IPEGS process at their schools. Most school administrators feel comfortable or very comfortable when conducting formal observations; this demonstrates a high level of preparedness for this task. Most school administrators view the quality of the IPEGS implementation process as excellent/very good. Finally, school administrators suggest that more training for school administrators and/or teachers on the IPEGS standards, the rubric, and the end-of-year summative evaluations would be beneficial.