

Evaluation Rubrics: How to ensure transparent and clear assessment that respects diverse lines of evidence: Judy Oakden Better Evaluation March 2013

This evaluation is an example of how rubrics are used to assess a First-Time Principals Induction programme. It is a good example of how the evaluation process works. It outlines the process of engaging stakeholders, developing rubrics and the data collection methods undertaken. The rubrics were used to evaluate the programme and identify a number of areas that required further work. As a result of the findings, changes have been made to the programme.

The evaluation assessed the First-Time Principals Induction Programme, whose purpose is to induct new principals and strengthen professional leadership. The evaluation was focused on the quality of the programme, support it offers first time principals and assessing if it reflects existing research.

A program logic model was developed to clarify assumptions, inputs/resources, activities and outcomes. From this model the evaluators were able to develop rubrics for the project and determine the evaluative criteria ranging from excellent to poor.

A range of data collection methods were used including, self-completion questionnaires, semi-structured interviews, review of milestone reports and a workshop with Ministry of Education Team to review key findings. A Maori researcher fluent in Te reo worked with principals from kura (where Te Reo is main language).

A sense making session was held to look at the data and clarify findings- especially around "below the surface" findings; generalisations, contradictions, unexpected surprises and puzzling aspects.

Findings: Using the rubric as a reporting mechanism made it possible to convey key findings. Overall the evaluation found the programme to be of good quality with some minor fine tuning required to maximise effectiveness.

Key Findings

Some of the findings included (see page 13)

- Need to focus on first-time principals working with Maori to raise Maori student achievement
- Address equity for Maori and Pasifika students
- Need for good mentors for Maori first-time principals especially kura principals

As a result of this evaluation a number of changes were made to address some of the needs identified in the key findings including:

- Greater focus on supporting principals to raise Maori student achievement with a whole day of the course dedicated to this.
- Mentors placed an emphasis on working with first-time principals to raise Maori achievement (See page 13 for other key changes)

