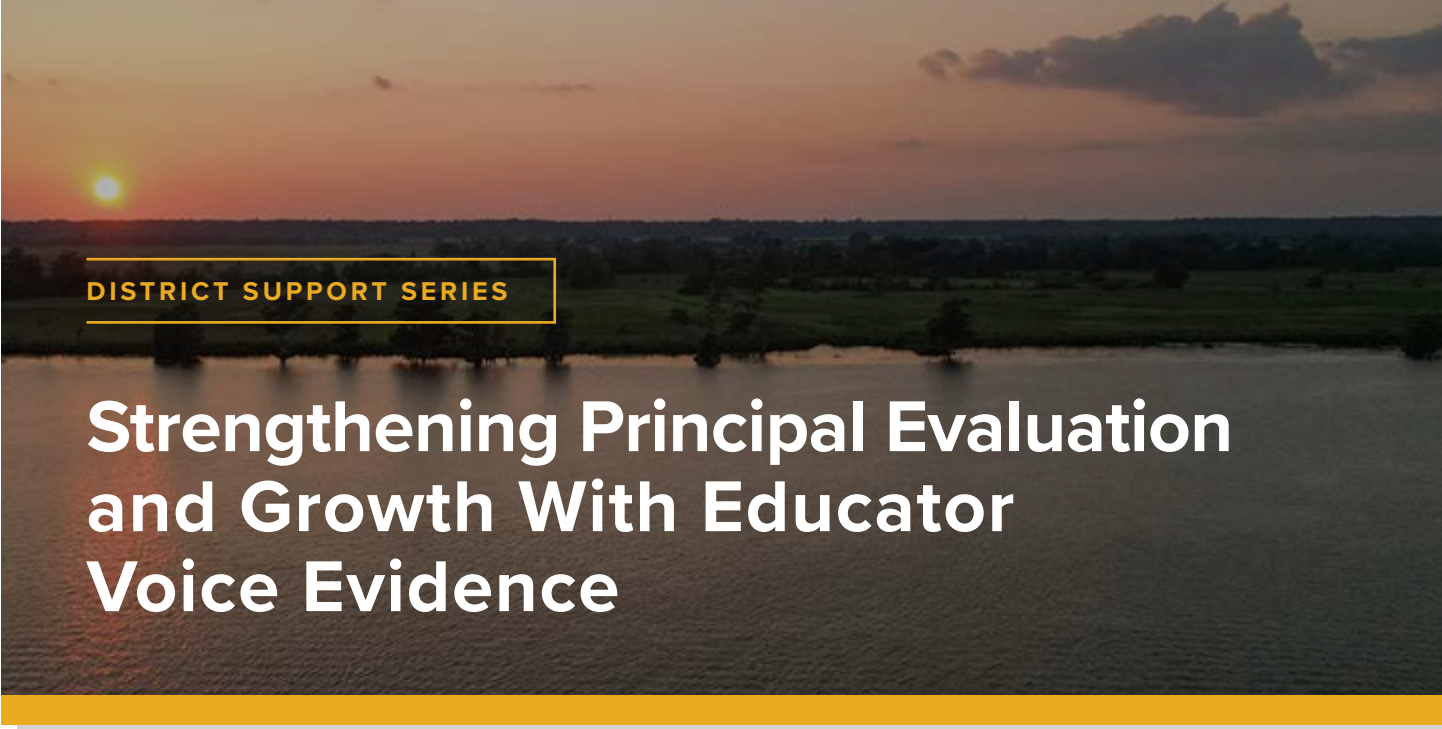




DISTRICT SUPPORT SERIES

Strengthening Principal Evaluation and Growth With Educator Voice Evidence

District leaders play a critical role in supporting principal growth through the South Carolina Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). While PADEPP standards guide principal advancement and evaluation, meaningful coaching conversations go beyond the requisite observations, artifacts, and performance ratings. They require a deeper understanding of the organizational conditions that influence a principal's ability to lead successfully.

SC TEACHER's educator voice surveys provide evidence to support these conversations.

- The **SC Teacher Working Conditions Survey (SCTWCS)** assesses teacher experiences through conditions that influence teaching and learning. Because results are reported at school and district levels (when participation thresholds are met), district leaders can examine teachers' perceptions within an individual school.
- The **SC Administrator Working Conditions Survey (SCAWCS)** provides school administrators' perceptions of conditions influencing their ability to lead effectively. As results are reported at the district level only, they do not represent individual principal experiences. Instead, district results provide insight into school leader experiences across the district.

Educator voice data do not replace professional judgment; rather, they strengthen it. Together, these complementary perspectives help district leaders move beyond isolated findings toward richer understanding, more thoughtful questions, and stronger principal support.

DEEPEN YOUR PRACTICE

District administrators can pair this installment of our District Support Series with the guide on Aligning PADEPP Standards With SC Teacher Working Conditions Survey Data to approach and inform moments of reflection with school principals: sc-teacher.org/rsc-aligning-padepp-mar2025.



DISTRICT SUPPORT RESOURCES

Translating Survey Findings Into Conversations

A common challenge in analyzing survey results is the instinct to jump from findings to conclusions. While surveys utilizing educator voice tell us what educators are experiencing, results do not necessarily tell us why those experiences occur.

For example, teachers may report negative perceptions of administrative support within a school. Principals across the district may report challenges related to district support or workload. Neither finding explains what is occurring within that school. Instead, each raises additional questions for exploration.

This distinction is fundamental. Survey findings identify patterns; layered evidence helps develop a clearer understanding. For district and school leadership looking to engage in these meaningful conversations, considering additional evidence is an important starting point.

Three Steps for Stronger Questions With Layered Evidence

1 WHAT DO WE OBSERVE?

Begin with the PADEPP standard that will guide the coaching conversation. Review the relevant school-level SCTWCS findings. Identify patterns that warrant further exploration.

ASK

- What are teachers experiencing?
- Which survey constructs appear most relevant to this PADEPP standard?
- What strengths or concerns emerge?

2 WHAT CAN'T WE SEE YET?

Before drawing conclusions, consider what additional evidence is needed. Review district SCAWCS data, keeping in mind these findings represent the experiences of school leaders across the district, not the perceptions of an individual principal.

Districtwide administrator evidence should be used to generate thoughtful questions rather than assumptions. This step often prevents districts from acting too quickly on incomplete information.

ASK

- Are principals across the district identifying similar organizational challenges?
- What district conditions might influence a principal's ability to lead successfully?
- What additional district evidence should be layered into this conversation?
- What information is still missing?

3 WHAT DOES THE COMBINED EVIDENCE SUGGEST?

Only after considering multiple sources of evidence should district leaders determine possible next steps. Layer educator voice evidence with a combination of the following:

- Classroom observations
- Retention and mobility data
- Student learning data
- PADEPP artifacts
- School climate information
- Professional learning records
- School improvement plans

ASK

What does the full picture say about where to act? The goal is not to confirm assumptions. The goal is to develop a deeper understanding before determining appropriate supports by asking comprehensive questions and considering all available data.

Bringing Educator Voice Evidence to PADEPP Conversations

Educator voice evidence should invite reflection—not explanation.

Imagine a district leader preparing to discuss PADEPP Standard 1: Vision with a school principal. In this scenario, the school’s SCTWCS results indicate that teachers feel their input is limited in school improvement planning and school policy updates. Districtwide SCAWCS results indicate that principals across the district would benefit from greater district shared governance and stronger district support. For the district leader, neither finding explains the experiences of this principal. Instead, these data present opportunities to ask thoughtful, probing questions.

POSSIBLE QUESTIONS

- To what degree and how are teachers involved in developing and refining your school’s vision?
- What structures support shared decision-making within your school?
- As you think about your own leadership, what district supports have been most helpful?
- What additional district actions might strengthen your ability to lead this work?
- What additional evidence should we examine together?

Questions such as these create opportunities for reflection rather than “deficit mindset” responses.

From Better Questions to Better District Support

Examining SCAWCS results offers district leaders a powerful opportunity to consider their own leadership practices.



Together, these complementary perspectives spur district leaders to ask the following:

- How effectively are we supporting school leaders?
- Which district systems may be contributing to leadership challenges?
- Where might district actions strengthen principal success?
- What professional learning, resources, or organizational changes might better support our school leaders?

When the conversation shifts from improving an individual principal to strengthening the leadership system of the district, every school leader can benefit.



From Evidence to Action

Findings from the SCTWCS and the SCAWCS are not intended for principal evaluation purposes. Rather, they provide valuable data that can be used to strengthen the professional growth conversations with principals that are central to PADEPP.

When district leaders intentionally layer teacher voice and school administrator voice data, along with other relevant sources of evidence, they are better positioned to take action.

Develop richer coaching conversations.

Identify meaningful district supports.

Strengthen principal leadership.

Improve educator retention.

Foster lasting improvement across schools.

Educator voice evidence does not provide all of the answers. It helps district leaders ask more precise questions. Those questions can lead to stronger PADEPP dialogues, more intentional district support, and greater opportunities for principal growth.

Support for Approaching PADEPP With SC TEACHER Data

In addition to our District Support Series pieces focused on PADEPP, SC TEACHER offers (at no cost to districts)...

DATA + INSIGHT WORKSHOPS

Districts can send personnel to work hands on with their data, supporting PADEPP assessment strategies alongside fellow practitioners, researchers, and facilitators.

ON-SITE INSIGHT WORKSHOPS

SC TEACHER facilitators come to your district to support a larger team in exploring district data to inform PADEPP or other opportunities for strategic decision-making.

PADEPP AND SCTWCS CROSSWALK

SC TEACHER workshops focused on PADEPP include a full crosswalk of PADEPP standards and SCTWCS constructs and items to streamline and inform goal setting and progress measurement using these data.

Connect with us to request resources for your team and to sign up for the monthly newsletter to stay up-to-date on future workshops.

[SC-TEACHER.ORG/CONNECT](https://sc-teacher.org/connect)



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