

## Administrator Evaluation

2016-17

1. **Mentoring for New Administrators**-Newly hired administrators will be assigned a mentor for the first year of employment with the Okemos Public Schools. (See Article XIX- Professional Development; Section 3- Mentorship in the Agreement between the Okemos Board of Education and Association of Okemos Administrators.)
2. **Administrators in Need of Improvement**-Administrators with less than satisfactory performance (ratings of minimally effective or ineffective) will be supported with an Improvement Plan to assist them in meeting the expectations set forth in the Okemos Public Schools' Framework for Professional Practice for Administrators. The purpose is to :
  - a. Enable the administrator to seek assistance in any of the domains and factors within the district's Framework for Professional Practice for Administrators.
  - b. Provide a more structured process for an administrator, who by the determination of the supervisor, needs improvement and/ or may benefit from more support.
  - c. Provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the administrator and the supervisor that the administrator needs assistance with one or more of the domains and/or factors of the district Framework for Professional Practice. This process may be initiated at any time. The decision regarding implementation of the process should be collaborative, but may be directive and is intended to provide the best possible likelihood for professional improvement.

*Note: Either the Superintendent or Assistant Superintendent will be directly involved in the development and implementation of an administrative improvement plan.*

3. **Pre-Evaluation Conference** – by October 31
4. **Initial Self Assessment** – Each administrator will complete an Initial Self Assessment providing a source of information to initiate dialogue between administrator and evaluator on potential areas of focus for the professional goals. The Initial Self Assessment may remain in the possession of the administrator.
5. **Student Growth Goal: SMART Goal Worksheet** – The SMART Goal Worksheet will be completed annually. Documents must be utilized to show student *growth*. The goals may be established as an individual or member of a team.
6. **Professional Growth Goals** – Annually, each administrator will develop one to three additional professional goals reflecting the practices of an effective administrator. Goals should also reflect and support the District's focus as defined in the Strategic Plan. The goals will include current reality or rationale, strategies to achieve the goal and indicators of success.
7. **Other considerations** – quality of teacher evaluations; progress on school improvement plan; pupil attendance; administrator discipline; administrator attendance and other pertinent feedback.
8. **Mid-Year Progress Report** – All first year administrators, as well as administrators on an improvement plan will receive a mid-year progress report completed by the evaluator.

9. **Summative Evaluation and Conference** – The evaluator will write a summative evaluation, reflecting progress on the student growth goal, professional goals and other. This evaluation will be completed prior to June 1 and inform the Board’s decision on contract extensions.
10. **Effectiveness Rating and Contract Extension/Non-Renewal** – Either the Superintendent or Assistant Superintendent will rate **all** administrators and recommend extension, non-extension and/or non-renewal of administrative contracts.

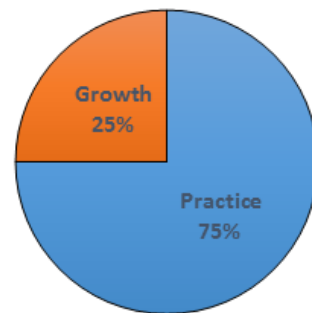
### Overview of Evaluation Process

#### 2016-17 and 2017-18

25% Student Growth\*

75% Practice:

- Demonstration of the five domains
- Quality of teacher evaluations
- Progress on school improvement plan
- Student attendance
- Administrator discipline and attendance
- Pertinent feedback

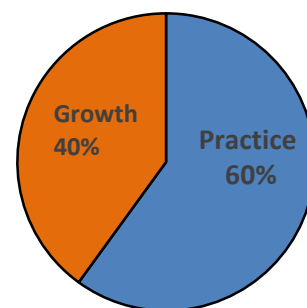


#### 2018-19 and beyond

40% Student Growth\*

60% Practice:

- Demonstration of the five domains
- Quality of teacher evaluations
- Progress on school improvement plan
- Student attendance
- Administrator discipline and attendance
- Pertinent feedback



\*Must be measured using the aggregate of the student growth data used for the teachers in the administrator’s building or for the entire district in the case of central office administrators; State assessment data does not have to be used until 2018-19.

## Effectiveness Rating

Individual performance shall be the majority factor in determining an administrator's effectiveness rating.

In arriving at the administrator's effectiveness rating, a predominant factor shall be based on evidence of student growth (Professional Growth Plan – SMART Goal Worksheet). The remainder of the administrator's effectiveness rating will be based on the demonstration of the five (5) domains of the School Advance framework for professional practice. *Note: The "demonstration of the domains" will be evident as an administrator progresses towards achieving his/her professional goals, as well as performing the totality of his/her administrative responsibilities.*

### Highly Effective –

- After two years in the district in an administrative role
- Achieve or progressing towards goals
- Demonstrates the five (5) domains of the School ADvance framework for professional practice in a combination of highly effective and effective manner, having a positive system wide impact

### Effective –

- Prior to two years of administrative experience in district
- Achieve or progressing towards goals
- Administrators who have had concerns expressed to them by evaluator; administrator is self-reflecting and actively addressing the concerns
- First year after successful completion of an improvement plan
- Demonstrates the five (5) domains of the School ADvance framework for professional practice in a combination of minimally effective, effective and highly effective manner, having a positive local impact

### Minimally Effective –

- First year of a focused collaborative, improvement plan
- Did not address concerns satisfactorily after initial conversations
- Did not satisfactorily achieve or progress toward goals
- Progressing towards demonstrating the five (5) domains of the School ADvance framework for professional practice, reflecting some potential to develop desired leadership traits
- Recommend no contract extension to 2<sup>nd</sup> year

After one year on an improvement plan –

- If little to no progress: Ineffective (see below) – recommend non-renewal
- If some progress, but not sufficient: remain "minimally effective", continue improvement plan; recommend a one year contract
- If goals achieved: recommend one year contract with one year extension

### Ineffective -

- Did not achieve or progress towards goals/improvement plan
- Did not meet the standards of effectiveness established in the five (5) domains of the School ADvance framework for professional practice
- No contract – terminate employment



# Administrator Evaluation System

Developed by MASA and Michigan ASCD

## 5 Domains, 9-12 Factors, 24-28 Characteristics of Principal Performance

<p><b><u>Domain 1 - Results</u></b></p> <ul style="list-style-type: none"> <li>❖ Improved Student Achievement Results</li> <li>❖ Improved Teacher Performance Results</li> <li>❖ Achievement Gap Reduction/Elimination</li> <li>❖ Overall School Performance</li> </ul>	
<p style="text-align: center;"><b><u>Domain 2 - Leadership</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Vision for Learning and Achievement Factors</b> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Shared</li> </ul> </li> <li>➤ <b>Leadership Behavior Factors</b> <ul style="list-style-type: none"> <li>• Informed</li> <li>• Strategic and Systemic</li> <li>• Fair, Legal, Honest, Ethical, and Professional</li> <li>• Resilient</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Domain 4 - Processes</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Community Building Factors</b> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Inclusion</li> <li>• Communications</li> </ul> </li> <li>➤ <b>Evidenced Based and Data Informed Decision Making Factors</b> <ul style="list-style-type: none"> <li>• Collaborative Inquiry Process</li> <li>• Systematic use of Multiple Data Sources</li> <li>• Data Systems</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Domain 3 - Programs</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>High Fidelity and Reliability Instructional Program Factors</b> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Instruction</li> <li>• Assessment</li> </ul> </li> <li>➤ <b>Safe, Effective, Efficient School Operations Factors</b> <ul style="list-style-type: none"> <li>• Policies, Laws, and Procedures</li> <li>• Systems, Processes, and Procedures</li> <li>• Allocation and Management of Resources</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Domain 5 - Systems</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Technology Integration and Competence Factors</b> <ul style="list-style-type: none"> <li>• Personal Use of Technology</li> <li>• Learning and Teaching with Technology</li> <li>• Leadership for Technology</li> </ul> </li> <li>➤ <b>Human Capacity Factors</b> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Leadership Development</li> <li>• Performance Evaluation</li> <li>• Productivity</li> </ul> </li> </ul>

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 1 – Results		
Student, Teacher, and School Results Factors		
Teacher Results, Based on Student Results Characteristic		
Ineffective	Minimally Effective	Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or
		Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or
Student Results Characteristic		
Ineffective	Minimally Effective	Effective
	Shows improvement in the percentage of building students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or
		Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic		
Ineffective	Minimally Effective	Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
		Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic		
Ineffective	Minimally Effective	Effective
	Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***
		Exceeds established annual school process and program improvement targets based on the school's improvement plan***

### **School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

\*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

\*\*This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

\*\*\*This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.

**School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has established and regularly shares his or her personal vision for students and the school	<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples	<i>And</i> inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school
	Holds a personal vision that honors and celebrates diversity and the worth of every individual	<i>And</i> carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual	<i>And</i> inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
	Seeks out opportunities to learn and grow personally and professionally	<i>And</i> engages staff in seeking out opportunities to learn and grow personally and professionally	<i>And</i> establishes a culture of continuous learning among the staff, parents, and students of the school
	Demonstrates civility, respect, and dignity in personal and professional interactions	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity



**School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Solicits and includes staff, parents, students, and community input in creating a shared vision for the school	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	<i>And</i> uses the shared school vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> maintains consistent monitoring of progress in achieving the vision of learning for all students
	Keeps the focus on the evidence of student learning for staff, parents, and students	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards	<i>And</i> ensures that students receive regular feedback through valid measures of student learning based on established performance standards
	Maintains a current perspective to inform the school's vision	<i>And</i> engages staff, parents, and students with current information to inform the school's vision	<i>And</i> engages, staff, parents, and students with innovative ideas to inform the school's vision





# School Administrator Evaluation System

Developed by MASA and Michigan ASCD

## School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that school goals are based on evidence of need from school and student data	And works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	And works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals
	Ensures that the school adopts research supported practices and strategies to support school goals	And works with staff to evaluate research supported practices and strategies based on school and student data  And works with staff to develop high fidelity school improvement implementation plans	And works with staff to set priorities among research supported practices and strategies based on school and student data before adopting and committing school resources to implementation  And develops evaluation plans for selected strategies that include the collection of school and student data to monitor and adjust implementation as needed to achieve the school goals
	Uses reliable sources to stay informed on evidence based practices and strategies	And, sets expectations for staff to use and share reliable sources of evidence based practice and strategy	And contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes both short and long term leadership priorities for his or her work based on school and district goals	And ensures that individual staff establish both short and long term priorities for their work based on school and district goals	And ensures that the school maintains focus on a set of short and long term priorities based on school and district goals
	Ensures that the priorities and strategies that drive the work of the school are compatible with one another	And ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	And increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet the school goals  And works with district leaders to link school based priorities and strategies into a district wide systemic plan to achieve school and district goals
	Maintains focus on school goals and priorities	And is persistent in achieving school goals and priorities while resolving issues and problems as they arise	And guides staff, students, and parents to remain focused on and persistent in achieving school goals and priorities

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Stays informed on and adheres to relevant school laws, policies, and procedures	And ensures that staff are informed and follow relevant school laws, policies, and procedures	And contributes to district development of school policies and procedures that are consistent, fair, legal, ethical and in the best interests of students
	Establishes a personal track record of truthfulness and honesty	And holds staff and students to high standards of truthfulness and honesty	And establishes a school culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	And sets school-wide expectations for the fair treatment of all persons	And recognizes and rewards fairness and fair play among staff, students and parents
	Establishes a personal track record of ethical decision making	And maintains transparency in personal and school decision making processes	And establishes a school culture in which staff and students engage regularly around issues of ethics, integrity, and fairness  And contributes to the establishment of a school and district track record of fair and ethical decision making

**School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes effective personal work habits	And uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	And seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals  And establishes a school culture that assists staff and students with personal renewal, including processes of reflection and introspection
	Is reliable and consistent about personal attendance and fulfillment of responsibilities	And establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities	And establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities  And provides recognition for consistent staff, student, and parent attendance and fulfillment of responsibilities
	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	And openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	And provides opportunities for staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community and country

**School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has knowledge of and understands the school/district core curriculum standards	<i>And</i> works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	<i>And</i> works with staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas	<i>And</i> works with staff to develop and/or understand and give priority to the essential core curriculum (or power) standards for their grade level, content, and program areas  <i>And</i> monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	<i>And</i> works with staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards and student performance expectations
		<i>And</i> works with staff to ensure differentiation in the curriculum for students based on identified learning needs	<i>And</i> works with staff and other district leaders to insure that the curriculum is appropriate for the full range of student characteristics for the population the school serves  <i>And</i> works with staff to ensure differentiation in the curriculum and extracurricular programs to respond to the full range of student characteristics (including cultural) for the student populations the school serves
		<i>And</i> provides information on the core curriculum standards to students, parents, and the community	<i>And</i> ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards

**Domain 3 – Programs**

**High Quality/Fidelity/Reliability Instructional Program Factors**

**Instruction Characteristics**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
	Has a working knowledge about evidence based instruction	<p><i>And</i> has clear goals and expectations for classroom instruction based on student needs</p> <p><i>And</i> collaborates with staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning</p> <p><i>And</i> establishes regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning</p>	<p><i>And</i> models and promotes evidenced based instructional strategies and practices with staff</p> <p><i>And</i> works with staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning</p> <p><i>And</i> works with other district administrators to improve their collective ability to know and recognize effective and differentiated instructional practices</p>
	Makes classroom observations to monitor and encourage quality instructional practices.		
	Engages staff in discussing ways to differentiate instruction based on student needs	<p><i>And</i> works with staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs</p> <p><i>And</i> works with staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards</p>	<p><i>And</i> works with staff to evaluate how the differentiated instruction strategies in use are impacting student learning</p> <p><i>And</i> works with staff to evaluate and improve the school's system of interventions based on evidence of student learning</p>
		<p><i>And</i> looks for/gathers evidence of active student engagement and student learning behaviors when making classroom observations</p>	<p><i>And</i> works with the staff to balance student directed and teacher directed learning activities so as to increase student learning empowerment and autonomy</p>



**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	<p>Has a working knowledge of different kinds of assessments, their purposes, and the types of information they yield to inform teaching and learning.</p> <ul style="list-style-type: none"> <li>● Formative/summative</li> <li>● Achievement</li> <li>● Aptitude/ability</li> <li>● Attitude/perception</li> </ul>	<p>And has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments</p> <p>And works with staff to choose, develop, administer, analyze and interpret the results of both externally produced and teacher-produced assessments</p> <p>And provides training for staff in assessment literacy and practices</p> <p>And works with staff to ensure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction</p>	<p>And works with staff to increase their knowledge and improve their assessment practices</p> <p>And works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results</p> <p>And develops staff leaders in assessment literacy and practices</p> <p>And develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results</p> <p>And works with staff to use assessment results to help students track their own learning progress and set their own learning goals</p> <p>And assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data</p> <p>And works with staff to develop and refine building and district policies and practices for student assessment and the handling of student assessment data</p>
	<p>Works with staff to develop and consistently utilize assessments to monitor and report on student learning</p>		
	<p>Works with teachers to clearly communicate assessment results to students and parents</p>		
	<p>Understands and follows ethical, legal and technical guidelines for assessment practices and the handling of student assessment data</p>		

**School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school follows all district, state, and federal policies, laws, and procedures pertaining to safety, student and parental rights, school compliance, and school governance	And establishes school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance	And ensures that the school uses data to regularly monitor, evaluate, and improve school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance
	Monitors and tracks school safety and student well being factors	And works with staff to make data informed decisions regarding the improvement of school safety and student well being factors	And works with staff to evaluate, adopt, and fully implement evidence based strategies to improve school safety and student well being based on identified needs
	Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the school	And works with staff to help them know and follow provisions of employee contracts and other contractual agreements that pertain to them	And contributes to contract maintenance and development through district negotiations and employee processes





## An Administrator Evaluation System

Developed by MASA and Michigan ASCD

### School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup>: Five Performance Domains & Nine Performance Factors

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district systems, processes and procedures applicable to the operation of the school	And ensures that staff and students understand and follow established school and district systems, processes and procedures for the operation of the schools	And provides feedback to district leaders on the effectiveness of district systems, processes and procedures for the operation of the schools  And provides ideas and leadership to improve district systems, processes and procedures for the operation of the schools
	Establishes consistent systems, processes and procedures for the key work of the school not fully addressed through district systems, processes and procedures	And works with staff and students to regularly evaluate school-based systems, processes and procedures based on relevant data	And engages staff and students in designing and developing improved school-based systems, processes and procedures based on data identified needs

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school establishes procedures for fiscal and resource management and accountability	And establishes a process for aligning and realigning fiscal, human, and material resources as needed to support the school goals and sustain priority strategies to achieve those goals	And works with staff and parents to seek out and secure additional sources of fiscal, human, and material support for priority strategies to achieve school goals
	Regularly monitors the school's fiscal management and financial status	And regularly communicates with staff regarding the school's fiscal management and financial status	And maintains transparency with all stakeholders regarding the school's fiscal management and financial status  And communicates regularly with district officials about the school's fiscal management and financial status  And contributes to strategic district decisions and strategies for funding and resource acquisition and allocation

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 4 – Processes		
Community Building Factors		
Relationships Characteristics		
Ineffective	Minimally Effective	Highly Effective
	Forms relationships with staff, students, families and the broader school community	<p><b>Effective</b></p> <p><i>And</i> regularly assesses the needs of stakeholders within the school community (e.g. staff, students, families, etc.)</p> <p><i>And</i> ensures that the school responds to the needs and values of the diverse school community</p>
		<p><i>And</i> works with the community to coordinate services for students and families</p> <p><i>And</i> develops external partnerships to support the needs and values of the diverse school community</p> <p><i>And</i> raises resources through parents, businesses and other organizations to support the needs and values of the diverse school community</p>
		<p><i>And</i> uses community involvement to connect the school to the broader community</p> <p><i>And</i> establishes advocates for the school among parents and other community leaders</p>

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 4 – Processes		
Community Building Factors		
Inclusion Characteristics		
Ineffective	Minimally Effective	Effective
	Welcomes and invites parents to visit the school and classroom	And enlists parents to participate in school organizations, committees, and governance
		And engages parents in activities that are meaningful and relevant to them
	Encourages all sub-groups in the school community to be involved in the affairs of the school	And responds to concerns of students, parents and the community as a whole and as sub-groups with special concerns
		And ensures that a diverse representation of parents and community actively participate in school organizations, committees, and governance
		And provides opportunities for parents and community groups to address the needs of students and their families
		And avoids marginalizing, patronizing, or giving advantage to any one group or individual
		And collaborates with all segments of the community in ways that contribute to the success of all students

**School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 4 – Processes		
Community Building Factors		
Communications Characteristics		
Ineffective	Minimally Effective	Highly Effective
	Communicates with parents and community about the school	And, creates frequent opportunities for two-way communication with parents and the community using multiple forms of communication such as web sites, social media, and other interactive media
	Provides information to parents and the community about student achievement	And works with parent and community groups to understand and provide feedback on the school’s student achievement data
	Provides information to parent’s about individual student achievement	And engages parents as full partners in helping their children master achievement goals
	Spotlights school successes with the media	And creates partnerships with the media: television, radio, and newspaper to tell the school’s story

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Raises questions about why and how student achievement results are what they are	And identifies and challenges assumptions about student achievement with multiple sources of evidence	And trains teacher leaders to raise questions about student learning and challenges assumptions collaboratively
	Creates school routines that engage teachers, at least quarterly, to examine student achievement results	And refines school routines to increase teacher examination of student achievement results to, at least, monthly	And establishes a well defined collaborative inquiry process for teachers to examine student achievement results and develop evidence based plans improvement strategies
		And establishes teacher teams (PLCs/Data Teams, etc.) to create evidence based instructional plans	And establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies  And recognizes and disseminates successful improvement work



# School ADvance™ An Administrator Evaluation System

Developed by MASA and Michigan ASCD

## School ADvance PRINCIPAL Evaluation Instrument® : Five Performance Domains & Nine Performance Factors

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages staff to analyze whole school and sub group data from: <ul style="list-style-type: none"> <li>state assessment data</li> <li>district assessment data</li> <li>school process data</li> <li>student background data</li> </ul>	And establishes multiple year whole school and sub group trend analyses for: <ul style="list-style-type: none"> <li>state assessment data</li> <li>district assessment data</li> <li>school process data</li> <li>student background data</li> </ul>	And deepens student assessment data analysis in these areas: <ul style="list-style-type: none"> <li>curriculum strand, item, objective</li> <li>performance standard rubrics</li> <li>sub-group performance levels</li> <li>individual student performance profiles</li> </ul>
	Works with staff to establish school improvement targets (goals) based on annual analysis for: <ul style="list-style-type: none"> <li>state and district assessments</li> <li>student background data</li> <li>school process data</li> </ul>	And works with staff to revise school improvement targets (goals) as indicated by 3-5-year analyses of student background, school process, and student achievement data	And works with staff to examine the interaction between multiple sources of student background, school process, and student achievement data to establish student achievement targets (goals)
		And works with staff to use student background, school process, and student achievement data to select strategies to achieve school improvement targets (goals)	<p>And works with staff to revise school improvement strategies as indicated by deeper levels of data analysis</p> <p>And works with staff to establish benchmarks for tracking the implementation of school improvement strategies</p> <p>And works with staff to evaluate the impact of selected school improvement strategies</p> <p>And works with staff to replace or revise school improvement strategies as needed to achieve school improvement targets (goals)</p>





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## School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of the data collection, storage, security, retrieval, and analysis system for the school	And ensures that all teachers and other staff have a working knowledge of the school's data system	And provides support and training to teachers and other staff in the use of the school's data system
	Provides teacher and other staff with clear expectations regarding the use of the school's data system	And monitors and supports appropriate use of the school's data system by teachers and other staff	And works with staff to identify and implement ways to better use the school's data system to support school improvement goals
		And works with staff to help them use the school's data system for classroom assessments and other classroom level generated data	And assists teachers in using the school's data system to collect, analyze, and interpret multiple forms of data to monitor their own effectiveness in achieving student achievement targets
		And works with staff to evaluate and recommend improvements to the school's data system	And provides leadership at a district level to improve either the structure or the use of school and district systems for data collection, storage, security, retrieval, and analysis



**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 5 – Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses voice and email to maintain effective communications with school and school district personnel, parents, and students	And mobile communications devices, along with a variety of social and web based applications, to expand and enhance communication, information access, and work processes	And keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities	And participates in and contributes to electronic learning communities (e.g.) to stimulate and support the work of the school	And learns and uses promising new technologies to enhance productivity and leadership
		And models personal use of technology for staff and students	And assists others in developing personal capacity for technology use



# School Administrator Evaluation System

Developed by MASA and Michigan ASCD

## School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors

Domain 5 – Systems			
Technology Integration and Competence Factors			
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff have the necessary training, support, and direction to use voice and email to maintain effective communications with school and district personnel, parents, and students	And provides the leadership for expanding the integration of technology in the school's processes, daily routines, communications, and/or instruction	And provides the leadership to create innovations in the use of technology to better serve students and increase/expand student learning
	Ensures that staff have the necessary training, support, and direction to use computer software programs and systems necessary for meeting job responsibilities	And ensures that the school improvement plan is technology rich and is aligned with the district technology, school improvement, and/or strategic plans as appropriate	And advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning
	Maintains, monitors and guides the use of school technology resources	And ensures that staff have the necessary training, support, and direction to use instructional technology as designated and/or appropriate for student mastery of the district curriculum	And works with staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 5 – Systems			
Technology Integration and Competence Factors			
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Seeks out and shares information sources about using technology to increase learning opportunity and achievement	<i>And</i> validates leadership decisions about the role of technology in the school with relevant and research supported information sources	<i>And</i> contributes to district level decision making by providing/sharing relevant and research supported information sources about the use of technology to meet district goals
	Participates in building a shared vision for teaching and learning with technology at the district and/or building level	<i>And</i> advocates at the building and district levels for evidenced based effective practices in the use of technology to increase learning achievement and increase student learning	<i>And</i> advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning
	Informs parents and the community about the role of technology in the school's teaching and learning programs	<i>And</i> holds teachers accountable for involving and informing students and parents in the use technology to achieve the full benefit of the school's teaching and learning programs	<i>And</i> fosters a culture of risk-taking for promoting innovation with technology  <i>And</i> recognizes and rewards staff and student initiative in creating innovative ways to use technology to enhance, expand, and increase learning



**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal professional learning plan based on building and district school improvement goals and personal performance evaluation feedback	<p><i>And</i> updates and revises his/her personal professional learning plan yearly using student achievement data, staff evaluation data, school/district improvement data and performance evaluation feedback</p> <p><i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p><i>And</i> maintains active engagement with professional organizations and other sources of professional learning</p>	<p><i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p><i>And</i> contributes research or research findings to inform professional learning at the school and/or district level</p> <p><i>And</i> serves on local, state, or national professional learning projects or initiatives</p>
	Ensures that staff develop professional learning plans through the district staff evaluation process	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address their individual learning plans</p> <p><i>And</i> actively participates in professional learning required of teachers</p> <p><i>And</i> ensures that staff engage with and use educational research and best practice</p>	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address building and/or district school improvement plans</p> <p><i>And</i> develops a overarching building professional learning system aligned with standards for professional learning</p> <p><i>And</i> develops a collaborative professional learning culture wherein building staff seek out and engage one another with research and best practice information.</p>

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Plans for and supports induction and mentoring for new employees	<p>And provides a staff an induction, mentoring, and coaching program that supports teachers throughout their probationary period</p> <p>And provides training and support for staff mentors and/or coaches</p>	<p>And evaluates the evidence of the effectiveness of professional learning on staff performance and student achievement data.</p> <p>And evaluates the effectiveness of the staff induction and mentoring program based on staff performance and student achievement data</p>

**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 5 – Systems			
Human Capacity Development Factors			
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages all staff in the development of school improvement goals	And ensures that staff are involved in the decisions that affect the day-to-day operation of the school	And empowers staff to lead and/or facilitate meetings, lead committees, and assume other leadership roles
	Recognizes the teacher leadership within the building	And develops a collaborative culture where all building staff share responsibility and leadership for student and school success	And provides training, resources, and support to staff leaders
		And involves teachers in the design and implementation of professional learning	And develops emerging administrators through training, mentoring, coaching, and support
		And, ensures students, parents, and other stakeholders share in the leadership of the school	And, establishes school processes and programs to develop parent and student leaders  And, ensures that teachers and the school provide students the opportunity to take on meaningful leadership roles in the school and in the process of their own education

**School ADvance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 5 – Systems		
Human Capacity Development Factors		
Performance Evaluation Characteristics		
Ineffective	Minimally Effective	Highly Effective
	Evaluates staff performance at least annually and provides timely and constructive feedback	<p><i>And</i> makes regular classroom visits, providing formal and informal feedback to teachers</p> <p><i>And</i> uses classroom visits to monitor the effectiveness of curriculum implementation, instruction, and assessment practices</p>
	Follows all state and local procedures for staff performance evaluation	<p><i>And</i> convenes regular staff discussions about observed classroom practices and the impact of those practices on students</p> <p><i>And</i> ensures that teachers regularly visit each others’ classrooms and provide each other feedback</p>
	Develops Individual Development Plans (IDPs) as needed to improve staff performance	<p><i>And</i> empowers staff become partners in the performance evaluation process through the use of performance portfolios, peer coaching, and shared problem solving to improve staff performance</p> <p><i>And</i> involves staff as peer coaches to support performance improvement</p>
		<p><i>And</i> provides coaching for staff to improve classroom instruction and student results</p> <p><i>And</i> coaches other administrators in evaluation practices</p>
		<p><i>And</i> participates in professional learning to increase skills in performance evaluation</p>



**School ADVance PRINCIPAL Evaluation Instrument<sup>®</sup> : Five Performance Domains & Nine Performance Factors**

Domain 5 – Systems		
Human Capacity Development Factors		
Productivity Characteristics		
Ineffective	Minimally Effective	Highly Effective
	Ensures that staff roles and responsibilities are communicated and understood	<p><b>Effective</b></p> <p><i>And</i> hires and/or assigns people to staff positions based on capacity to meet the expectations of those positions</p>
	Establishes regular and reliable school routines and procedures	<p><i>And</i> communicates about school routines and procedures with staff, students and parents</p> <p><i>And</i> modifies school routines and procedures as needed to increase productivity and desired outcomes</p>
		<p><i>And</i> differentiates roles and responsibilities as needed to meet the goals of the school</p> <p><i>And</i> differentiates roles and responsibilities to make optimal use of staff knowledge, talents, and expertise</p> <p><i>And</i> elicits feedback from staff, students, and parents about school routines and procedures</p> <p><i>And</i> engages staff, students, and parents in evaluating, modifying, and creating school routines and processes as needed to increase productivity and desired outcomes</p>



**Self-Assessment Worksheet**  
**Framework for Professional Practice – Administrator Evaluation**  
*Okemos Public Schools*

Carefully reflect on your performance in all five domains of the School ADvance framework for professional practice. By using the rubrics of the framework to complete this Self-Assessment, assess your level of performance in each of the factors and characteristics by marking I, M, E or H or in a manner that is most meaningful to you. You may prefer to write directly on the rubrics instead of using the grid below.

Please prepare to discuss your performance in all components and elements during the planning session with your supervising administrator to discuss your goal(s) for your Professional Growth Plan and additional professional goals.

Key: I.....Ineffective (Not Meeting Standards)      M.....Minimally Effective (Progressing)  
 E.....Effective (Proficient)      H.....Highly Effective (Exemplary)

<b>FRAMEWORK FOR PROFESSIONAL PRACTICE – Five Domains</b>	<b>I</b>	<b>M</b>	<b>E</b>	<b>H</b>
<b>Domain One: Results (to be completed in spring)</b>				
Teacher results, based on student results				
Student results				
Student results: achievement gap				
Improved school programs and process				
<b>Domain Two: Leadership</b>				
Vision for Learning and Achievement				
<ul style="list-style-type: none"> <li>• Personal</li> <li>• Shared</li> </ul>				
Leadership Behavior Factors				
<ul style="list-style-type: none"> <li>• Informed</li> <li>• Strategic and Systematic</li> <li>• Fair, Legal, Honest, Ethical and Professional</li> <li>• Resilient</li> </ul>				
<b>Domain Three: Programs</b>				
High Fidelity and Reliability Instructional Program				
<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Instruction</li> <li>• Assessment</li> </ul>				
Safe, Effective, Efficient School Operations				
<ul style="list-style-type: none"> <li>• Policies, Laws and Procedures</li> <li>• Systems, Processes and Procedures</li> <li>• Allocation and Management of Resources</li> </ul>				

<b>Dimension Four: Processes</b>	<b>I</b>	<b>M</b>	<b>E</b>	<b>H</b>
Community Building <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Inclusion</li> <li>• Communications</li> </ul>				
Evidenced Based and Data Informed Decision Making <ul style="list-style-type: none"> <li>• Collaborative Inquiry Process</li> <li>• Systematic use of Multiple Data Sources</li> <li>• Data Systems</li> </ul>				
<b>Domain Five: Systems</b>				
<b>I</b>	<b>M</b>	<b>E</b>	<b>H</b>	
Technology Integration and Competence <ul style="list-style-type: none"> <li>• Personal Use of Technology</li> <li>• Learning and Teaching with Technology</li> <li>• Leadership for Technology</li> </ul>				
Human Capacity <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Leadership Development</li> <li>• Performance Evaluation</li> <li>• Productivity</li> </ul>				

**Self-Assessment Summary**

Noted Areas of Strength	Possible Areas of Growth	Suggested Growth Areas for Goal Setting

**Student Growth Goal - Administration**

**S**trategic and specific    **M**easurable    **A**ttainable    **R**esults-oriented    **T**ime-bound

Administrator Name: _____ Date: _____			
<b>District Goal:</b> Increase student achievement and close the achievement gap in all areas of our K-12 schools, using a variety of local, state, and national indicators to document improved learning on the part of our students.			
<b>School Goals:</b> 1) Eliminate the achievement gap for special education and economically disadvantaged students. 2) Increase the percentage of students demonstrating proficiency on both a national reading and/or math proficiency assessment (AIMSweb) and MEAP/MME.			
Current Reality/Rationale: _____			
<b>SMART Goal:</b> _____			
<b>Strategies and Action Steps :</b> ( <i>What do you plan to do?</i> )	<b>Domain:</b> ( <i>bold face all that apply</i> )	<b>Timeline</b>	<b>Evidence of Implementation:</b> ( <i>What did you do?</i> )
	Results Leadership Processes Programs Systems		
	Results Leadership Processes Programs Systems		
	Results Leadership Processes Programs Systems		
	Results Leadership Processes Programs Systems		

Post Data

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Administrator Signature

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Evaluating Administrator Signature

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Date

## Professional Growth Goal - Administration

<b>Administrator Name:</b> _____ <b>Date:</b> _____		
<b>Goal #</b> _____:		
<b>Current Reality/Rationale/Purpose:</b>		
<b>This goal addresses the following dimensions (check all that apply):</b> ___ <b>Domain 1:</b> Results    ___ <b>Domain 2:</b> Leadership    ___ <b>Domain 3:</b> Programs    ___ <b>Domain 4:</b> Processes    ___ <b>Domain 5:</b> Systems		
<b>Strategies and Action Steps</b> [ <i>what administrator will do</i> ]	<b>Timeline</b>	<b>Evidence of Effectiveness</b> [ <i>what administrator did</i> ]

Administrator Signature	Evaluating Administrator Signature
Date	Date

**Improvement Plan - Administration**

**S**trategic and specific    **M**easurable    **A**ttainable    **R**esults-oriented    **T**ime-bound

Administrator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Goal # \_\_\_\_\_:

Current Reality/Rationale/Purpose:

This goal addresses the following dimensions (check all that apply):

\_\_\_ Domain 1: Results    \_\_\_ Domain 2: Leadership    \_\_\_ Domain 3: Programs    \_\_\_ Domain 4: Processes    \_\_\_ Domain 5: Systems

Strategies and Action Steps <i>[what administrator will do]</i>	Evaluator Responsibilities <i>[support/activities]</i>	Timeline	Evidence of Effectiveness <i>[what administrator did]</i>

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluating Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

SUMMATIVE EVALUATION FORM  
FOR ADMINISTRATORS  
Okemos Public Schools

Administrator \_\_\_\_\_

Building \_\_\_\_\_

School Year \_\_\_\_\_

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**Summarize the following areas:**

**General Observations (Demonstration of Five Domains)**

**Student Growth Goal**

**Professional Growth Goals**

**Goal 1:**

Domains from Framework for Professional Practice:

Accomplishments/Evidence of Effectiveness:

**Goal 2:**

Dimension from Leadership Performance Matrix

Accomplishments/Evidence of Effectiveness:

**Goal 3:**

Dimension from Leadership Performance Matrix:

Accomplishments/Evidence of Effectiveness:

**General Comments**

**Student Average Attendance:** \_\_\_\_\_%

**Administrator discipline:**  Yes  No

**Administrator attendance:**  Excellent  Good  Needs Improvement

**Administrator's Evaluation:**

**Rating:**  **Highly Effective**  **Effective**  **Minimally Effective**  **Ineffective**

**Recommended for contract extension?** \_\_\_\_\_ yes \_\_\_\_\_ no

**Date of year-end evaluation conference** \_\_\_\_\_

**Administrator statement attached** \_\_\_\_\_ yes \_\_\_\_\_ no

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

Cc: Personnel File, Administrator and Supervisor