Designing an Educator Evaluation System

for

Learning, Growth and Adaptation

Table of Contents

Reproducible Reference Tools

Ten Assumptions about Educator Evaluation *

1. Growing capacity for better student results

2. Two-way dialogue and interaction

3. A grounding in research supported practice

4. Self-Assessment and reflective practice

5. Authentic feedback

6. Growth targets that really matter

7. Personal ownership

8. Context, conditions, and student characteristics

9. Multiple sources of data/evidence

10. Student results

That hold up through many perspectives—community, board, administrator, teacher, student

Revisit the Ten Assumptions

1. Select an assumption on the previous page that particularly resonates with you.

2. With a partner, take two minutes to share the one that resonates with you and the reason why.

3. Listen to your partner do the same.

4. We need four volunteers to report out to the whole group.

Total time for this activity: 10 minutes

Six Principles Driving a Change Model for Educator Evaluation

MASA and Michigan ASCD have identified six research-driven principles and critical elements that must be part of any comprehensive *Educator Evaluation System* for teachers and administrators.
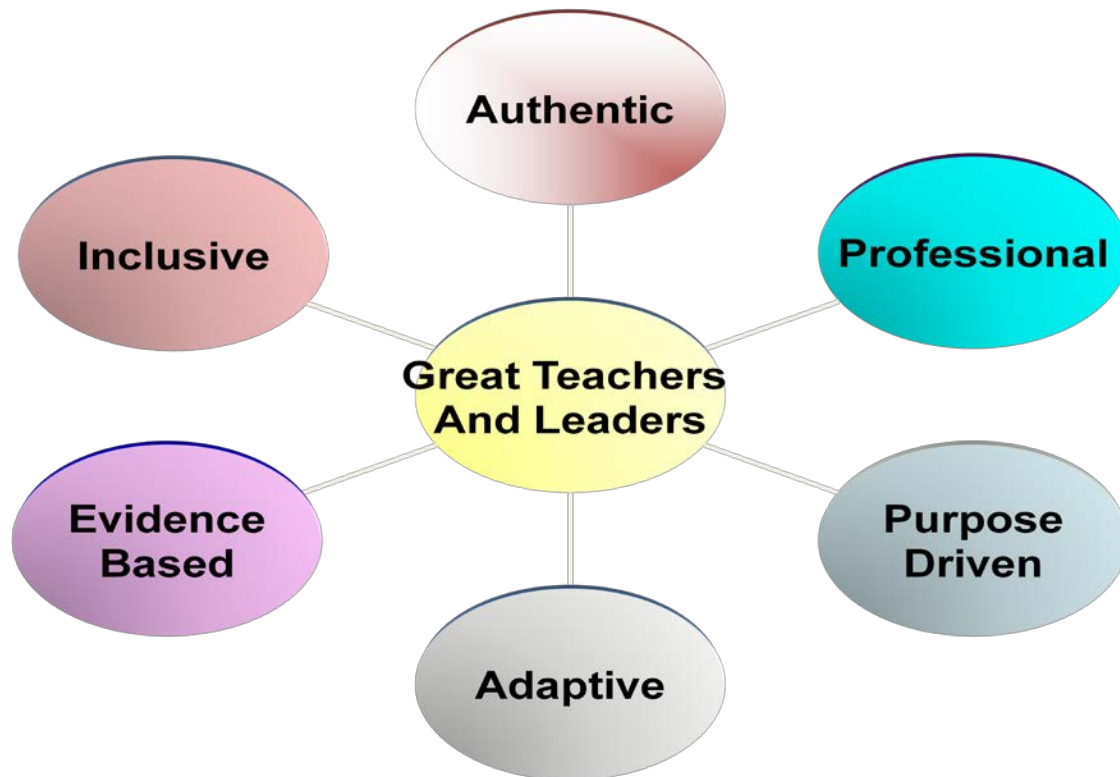
Authentic, *using evidence-based practices to achieve better student outcomes*

Professional, *building personal commitment and efficacy for growth and improvement*

Purpose Driven, *focused on measurable improvement targets for student success*

Adaptive, *fostering self-assessment, reflective practice, action research, and innovative methods of improving student results*

Evidence Based, *data informed, using multiple sources of qualitative and quantitative data tied to student achievement and evidence-based practice including achievement and observation data*

AUTHENTIC

The System recognizes and rewards the use of evidence based practice to achieve better student outcomes.

Tools:

- Research based standards of professional practice
- Observation protocols and guides
- Research based performance scales and rubrics
- Success case work samples

Strategies:

Examine performance through the lens of research based performance and practice standards using multiple sources of evidence:

- observations
- 360° assessments
- self assessments
- supervisor assessments
- work samples
- data displays of results.

PROFESSIONAL

The System builds personal commitment and efficacy for growth and improvement.

Tools:

- Standards based performance assessment tools
- S.M.A.R.T Goals
- Professional development plans (PDPs)
- Performance portfolios
- Professional work samples
- Web pages, Facebook, etc.
- Tuning protocols
- Student work and student achievement data

Strategies:

- Each individual builds a body of evidence that portrays their practice, performance, and results.
- This body of work can be used by educators to facilitate self assessment, by evaluators to facilitate inspection, and/or subjected to a juried process of review against the accepted performance and practice standards for that position in that school (district).

PURPOSE DRIVEN

The System is driven by measurable improvement targets for student success.

Tools:

- Student work
- Student achievement data
- Other sources of student results (attendance, behavior, participation, accomplishments, perceptions, etc.)
- School and district improvement plans and goals
- Previous performance assessments and personal improvement plans

Strategies:

- Each teacher and administrator participates in a process of identifying targets for improved student results and completes a district approved profile of student results against established goals for their work.
- This can be done with a supervisor and/or through a combination of supervisor and peer review.

ADAPTIVE

The System fosters exploration, action research, self-assessment, reflective practice, and innovative ways of getting better student results.

Tools:

- S.M.A.R.T. Goals
- Action research plans
- Individual Development Plans (PDPs)
- Differentiated Instruction Plans
- Differentiated Leadership Plans
- Innovative and adaptive solutions

Strategies:

- Each individual develops performance improvement plans that account for variations in student/staff characteristics, learning profiles, special needs, and program/school/district goals
- Individual Development Plans (IDPs) are used to foster differentiation, innovation, and adaptation.

EVIDENCE-BASED

Data Informed – The System uses multiple sources of qualitative and quantitative data/evidence tied to student achievement and evidence-based practice.

Tools:

- Work Samples
- Student work
- Student Results Analyses

Strategies:

- Build the capacity to aggregate, interpret, and portray multiple sources of performance and impact evidence in a secure, interactive, and easy to navigate digital environment.
- Provide professional development and technical assistance to help users achieve comfort and success with the system.

INCLUSIVE

The System serves all, with alignment between student, teacher, administrator, and board evaluation goals, strategies, and processes.

Tools:

- Guiding principles for performance evaluation and feedback
- Digital tools and processes for data capture and analysis
- Management tools (digital) for systems components

Strategies:

- Establish a process for establishing and aligning evaluation goals.
- Professional development and technical support with a feedback loop for continuous refinement and development of the system.

Day 2/Activity 2

Jigsaw with the six principles

Refer to Appendix A (Six Principles overview) to have each person at the table complete the following:

1. Take one of the six principles and spend two minutes deciding how you would "introduce" that principle with others.

2. Prepare a one minute synopsis of your principle.

3. Rehearse your one minute synopsis by sharing it with your table group.

4. We will need four new people to report out to the whole group.

Total time for this activity: 15 minutes

Inspection vs. Demonstration:
Two Models of Performance Evaluation

Inspection Evaluation Model

- Traditional model
- Often used to determine eligibility for tenure
- Usually done *to* an employee *by* an immediate supervisor
- Answers the questions: *What level of proficiency does this individual educator possess? Is this individual a competent educator, or at least on track to become one?*
- Involves observation, formal and informal rating forms, written evidence (e.g., lesson plans, test scores, and perception surveys
- Supervisor rates the individual, and determines level of proficiency
- Conducted annually only for probationary educators; every two-three years for those with tenure.

Advantages:

1. Standard: If legally challenged, a strong case can be made for consistency among employees.
2. Requires educators to provide evidence of competence; It is not just "talk the talk," but "walk the walk."
3. Supervisors can be taught to judge competence.

Disadvantages:

1. Might not be equally applicable to all persons in a particular job (i.e., kindergarten and fifth grade teachers might not have comparable achievement data available).
2. Criteria may not be well documented, so that different supervisors might operationalize the criteria differently (i.e., "Effective class management" might be interpreted by one supervisor as "a neat, orderly, and quiet classroom," while another might indicate that "a classroom where students are actively engaged (and thus a bit noisy) in their own learning in small groups").
3. Persons conducting the external evaluation may not be well trained to conduct the evaluation. Two supervisors might observe or rate the same educator different, perhaps even differing in their overall judgment of proficiency.
4. Annually evaluating every educator in large schools may be very challenging to impossible, given that one or two individuals might be responsible for the annual evaluation of fifty, sixty, or more classroom teachers, using methods that require observation of each teacher on two more occasions throughout the school year.

Demonstration Evaluation Model

Description: The second model is one in which each individual educator is charged with the responsibility of demonstrating their *own* proficiency by collecting and organizing evidence of their own proficiency. This collection of evidence, along with reflections on the level of proficiency, is reviewed and agreed with/disagreed with by the supervisor. In this model, the educator prepares, organizes and presents evidence to support this statement: 'I am a proficient educator who can produce effective results. I am taking steps to improve my competence. Here is my proof of both assertions.' Thus, each educator needs to select appropriate evidence – whether supplied by themselves, by peers or supervisors, or located from other sources.

Individual goals are developed by each educator (and her or his supervisor) who is then tasked with suggesting in advance the steps to be completed to accomplish the goals and, with supervisor approval, the types of evidence to be used to demonstrate learning and proficiency. Evidence of student learning will need to be collected within the context of each educator's job responsibilities and the mutually-set goals.

Advantages

1. Works equally well for teachers and school leaders. Any educator can be tasked with demonstrating their skills and proficiency within the context of their current job responsibilities.
2. Motivates educators to demonstrate their own proficiency.
3. Evidence collection will need to be on-going, so that the educator is considering competency demonstration throughout the school year. Educators will need to be thinking about types of evidence they should be gathering, striving to answer the key question of "how can I show that I am an effective teacher or an effective principal?"
4. Less observational visits to classrooms. Observations will be less summative and more formative, serving to collect data for teachers to use in the teacher demonstration of proficiency.

Disadvantages

The public, parents, and local and state policy makers may not trust the types of evidence provided by educators.

1. Educators will need to learn how to document their performance.
2. Each educator's collection of evidence is unique. Will it be possible for these disparate sets of evidence to be judged using common rubrics and criteria?
3. Supervisors currently may not be prepared to evaluate such broad and disparate sets of evidence. Educators (and others) who review the collections of evidence will need to be provided good examples of the different levels of proficiency and will need to be trained so as to demonstrate their proficiency in judging the collections.
4. If an educator thinly documented their collection of evidence, is this truly a demonstration of lack of competence or just inability to collect good evidence?

Day 2/Activity 3

Inspection vs. Demonstration:
How will you blend two models?

Refer to Appendix B to answer the following questions.

1. To what degree and how will you use inspection based approaches (e.g., observation, rating scales, scoring guides, external goals, perception data, and examination of work artifacts and examination of results)?

2. To what degree and how will you use demonstration based approaches (self-assessments, evidence portfolios, practice and results based reflections, 360° feedback, personal goals, and job specificity)?

3. Using the worksheet on the next page, take inventory of all the pieces in your evaluation system. While doing this, decide if that piece fits in the Inspection or the Demonstration column – or both.

4. We need four volunteers to report out to the whole group on what you discovered as you did your inventory.

Total time for this activity: 15 minutes

Inspection vs. Demonstration: How will you blend two models?

Using the worksheet below, take inventory of all the pieces in your current/planned evaluation system. Decide if each piece fits in the Inspection or the Demonstration column–or both.

Inspection	Demonstration	Both

When is Educator Evaluation a System?

- When there are clear goals
- When there are guiding principles for achieving the goals
- When there are strategies to achieve the goals
- When all the parts work together in a complementary way
- When it serves users well

What does a system look like?

Creating Constructive Conversations

1. Take three minutes to <u>write</u> your reflections on the following questions regarding your district:

   a) Are we approaching performance evaluation as a systems issue?

   b) What are we talking about?

   c) What do we need to be talking about?

   d) How do we change the conversation?

2. We need four volunteers to report out to the whole group.

Total time for this activity: 15 minutes

System Overview

A System Overview
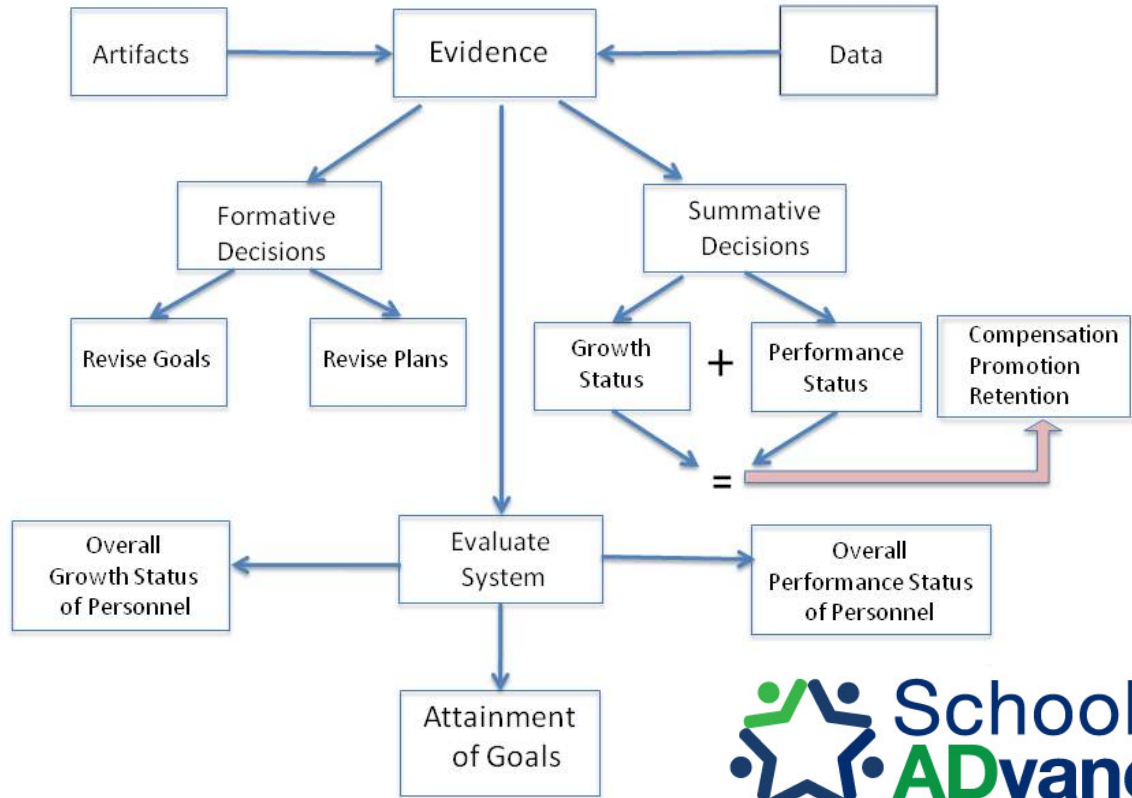
Refer to Appendix C for a reproducible version of this chart.

How is your system developing

1. On a five point scale (0-4) rank your district's level of development on each of the system components in the Overview graphic.

2. Mark your ratings for each component right on the handout.

3. Circle the one – two components you think may be the most challenging to implement.

4. We will ask four people to report out on which ones they circle and why.

Principle 1: Authentic Issues in Laying the Foundation

Performance evaluation systems will be easier to implement in districts that have:

- Answered the WHY…connecting the PE system to district vision/goals
- Reframed the issue around the ten Assumptions and six Principles

Ask yourselves:

1. Is it clear how district and school goals will drive your district and school PE process?

2. Is it understood what assumptions and principles will drive your district and school PE process?

3. Do you have a target for how you will eventually balance inspection and demonstration?

4. What steps can you take to get to clarity on these issues?

5. Four people will report out on ideas for creating answers to the above questions.

Principle 1: Authentic
Identifying your Growth Edges

How much progress has your district made when it comes to implementing the Six Principles that guide development of educator performance evaluation systems that focus on Learning, Growth, and Adaptation?

1. Using Appendix D of this handbook (Levels of Implementation worksheets), take two minutes to study the Level 1, 2, & 3 descriptors for the principle: **_Authentic._**

2. Use the descriptors to diagnose where your district is at and to identify possible growth targets for developing your system further under that principle.

3. We will ask four people to share the growth edges they identified for their district.

Building the Infrastructure:
Evaluating, Choosing, Using Tools

As districts begin to shop for evaluation tools, a word of caution is in order: This is an emerging and rapidly changing industry. Costs and features vary widely and most systems are under development. District leaders should begin to look at decisions they will need to make:

- What tools are needed?

  - Assessment Instruments: rubrics, rating scales, observation guides, etc.
  - Record keeping systems
  - Data collection, storage, retrieval
  - Data analysis systems
  - Professional portfolio (evidence) systems

  TIP: Many districts are purchasing or subscribing to a pairing of instruments and web based management software to provide the tools and systems they need. These systems do not, however, provide the value-added growth statistical analysis

- How will you evaluate Performance Evaluation instruments?

  - Standards Base
  - Research Base
  - Format: Rubrics vs. Rating Scales
  - Alignment with or adaptability to District/school goals and priorities
  - Alignment with or adaptability to specific job responsibilities

- Alignment or compatibility with other system tools
- Trustworthiness:

  - Status of validation studies (pending/in progress)

  - Status of reliability studies (pending/in progress)

  - Derived or adapted from work submitted to reliability and validity studies or based on research meta-analyses

- How will you use the Tools You Adopt?

  - Using the entire instrument vs. cherry picking or adapting
  - Following a pre-set scoring guide or establishing your own
  - Prioritizing and weighting
  - Determining who completes or responds to the instrument
  - Determining how the instrument will be incorporated into the full evaluation.

CAUTION: Reliability and validity findings apply to use of the instrument that are consistent with the conditions under which reliability and validity were established; however, scoring may or may not be flexible.

Table Talk on Evaluation Tools

Table talk:

1. Discuss how confident you are with the tools you are currently using.

2. Discuss how comfortable you are with how you are currently using the tools.

3. We will ask four people to report out the highlights of the table conversations.

Principle 2: Professional
The Power of Portfolio

Portfolios can be a powerful tool to increase ownership and empower educators as professionals. They allow educators to be **Key Players** in their own evaluation process:

- Strong demonstration to achieve more reliable Inspection

- High Quality Evidentiary Portfolios

- Authentic self-assessment

- The courage to look at the data and learn from it

- Confidence, competence, and humility

- Passion and commitment (to students and to excellence)

Key features of a Professional Practice Portfolio:

- Compiled, maintained, and updated by the Educator throughout the year and from year to year

- Based on established performance criteria; standards of professional practice <u>plus</u> established performance goals and priorities

- Critical aspect of aligning the performance evaluation system with the six principles

Professional Practice Portfolio Example*

- Developed as an ongoing compilation of recent and relevant performance evidence
- Developed in conjunction with Professional Growth Plan or Individual Development Plan (PGP or IDP)

  ① Goals for Individual Educator

   - Goals from School/District Improvement Plans
   - Individual Goals from Performance Assessments (long & short term)

  ② Plans for Growth & Improvement

   - Plans to accomplish school or team goals
   - Plans to accomplish individual goals

  ③ Measures of Performance (artifacts and evidence)

   - State Measures: (evaluation tools, growth models)
   - School Measures: (observations, feedback, data, etc.)
   - Educator Measures: (work samples, feedback, self assessment, data, etc.)

* Adapted from: Educator Evaluation –Models, Parameters, Issues and Implementation, Dr. Edward Roeber, Professor of Education, Michigan State University, February 2011. (White paper commissioned by the Michigan Education Association)

Educator Portfolio

- Goals
- Self Assessment and Reflection
- Supervisor Observations and Feedback
- Stakeholder Feedback
- Evidence and Artifacts

Standards of Practice

Student Achievement

- State Assessments
- District Assessments
- Classroom Assessments
- Related Student Data (i.e., attendance, discipline, etc.)
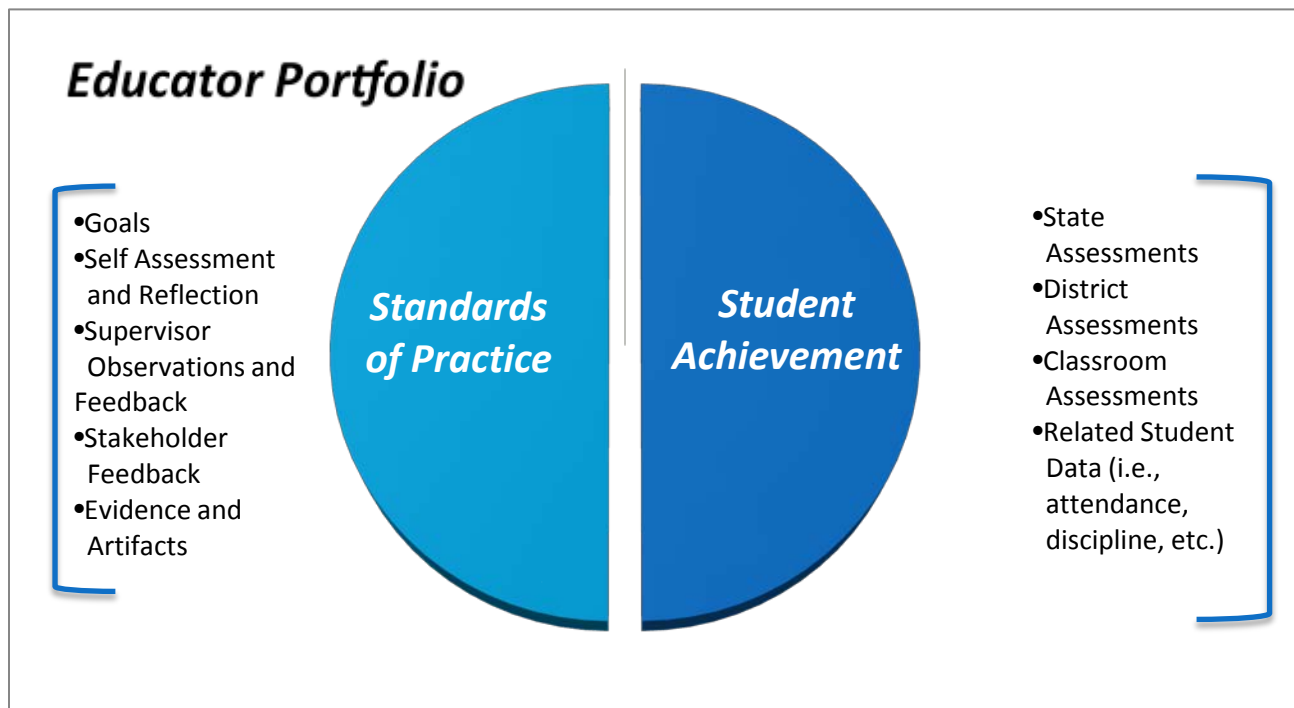
Quality Performance Portfolios

- Tell a story:
    - o Your learning and growth
    - o Your use of research grounded practice
    - o Your performance improvement goals and priorities
    - o Your innovations and adaptations
    - o Your student results
- Include and annotate artifacts, data displays, and work samples that help tell the story
- Cross-reference to the Evaluation Rubrics and IDP
- Keep the story up-to-date with additions, deletions, and refinement
- Enhance self assessment and reflective practice

How to measure the credibility of a performance portfolio

1. Is it current, well organized, and consistent with district requirements?

2. Are annotations, reflections, and commentary clear, authentic, and helpful for interpreting the artifacts and data?

3. Do the artifacts and data demonstrate convincingly the performance standards?

4. Is the evidence of professional practice, growth, and improvement compelling?

5. Are growth and improvement targets addressed convincingly, adequately, and supported by data?

6. Is the evidence (including the self assessment) corroborated by other evidence (e.g., observations, feedback data, results data, and work products)?

7. Does the portfolio address aspects of performance not addressed by other evidence sources; i.e., does it "round out the picture"?

Principle 2: Professional
Identifying Your Growth Edges

1. Using the Levels of Implementation handout, take two minutes to study the Level 1, 2, & 3 descriptors for the principle: **Professional**

2. Think about how to raise the level of professionalism in your system through the use of professional portfolios; i.e., demonstration.

3. Look at the levels of implementation for **Professionalism** and diagnose where your district is at.

4. Identify possible growth targets for developing your system further to achieve professionalism through demonstration.

5. We will ask four people to share the growth edges identified for their district.

Building the Infrastructure:
Timelines, Digital Management, Technology

Determining Performance Evaluation Cycles/Schedules

1. What parts and processes will occur every year?

2. What parts and processes will occur on a cycle?

3. What are the required timelines?

4. What are the record keeping requirements?

5. What is the procedure for monitoring and tracking processes, cycles, and timelines?

Evaluating Digital Data Management Options

1. What evaluation tools/instruments will it support?

2. What evaluation processes will it support, e.g., aggregating evaluation data; portfolio alignment, analytics, etc.?

3. What management processes and tools does it offer?

Technology Checklist: Things to consider before subscribing to an on-line management system

- Customization
- Ease of Use
- Data and Documentation Capacity
- Compatibility
- Support
- References
- Costs
- Other

Check the Administrator Evaluation Tools Comparison Chart

Detailed information on commercially available performance evaluation systems can be found in
Appendix E

Growing your District Performance Evaluation (PE) system

Defining Roles & Responsibilities

- For Developing, Implementing, and Evaluating the Performance Evaluation System
- As an Evaluatee within the System
- As an Evaluator (or contributor to evaluations) within the System

(See Appendix F)

Providing Training and Support

- Principals cannot differentiate performance for approximately 60% of teachers whose effectiveness is average or near average.
- Principal preparation programs have little or no focus on evaluating teachers
- Veteran principals have not conducted evaluations in which multiple measures are used and high stakes are attached

Source: NGA Center for Best Practice, Issue Brief, Executive Summary, 10/31/11

Beginning

- Orientation: Review/Understanding of model, tools, processes and procedures
- Training on how to use the instruments and tools
- Observer Training for inter-rater reliability
- Documentation Training for Portfolio Development
- Development of IDPs

During evaluation

- Sources of evidence and data
- Interpretation of evidence and data
- Self-Assessment
- Recognition of growth
- Refinement of procedures
- Focus on growth

Ending an evaluation cycle

- Debrief and Continue Coaching and Training as needed
  - Implementation fidelity
  - Final evaluation quality
  - Interpreting Evidence
  - Scoring
  - Identifying Improvement Targets
- Goal setting
- Revising IDPs and Summative Reporting

Ongoing Training and Coaching:

- Understanding of Performance Standards and Critical Attributes
- Distinguishing performance levels
- Providing feedback
- Developing performance goals
- Measuring student growth
- Professional planning
- Identifying and managing bias

Introduce and Orient

Evaluate

Professional Learning and Support

Train and Coach

Debrief and Refine
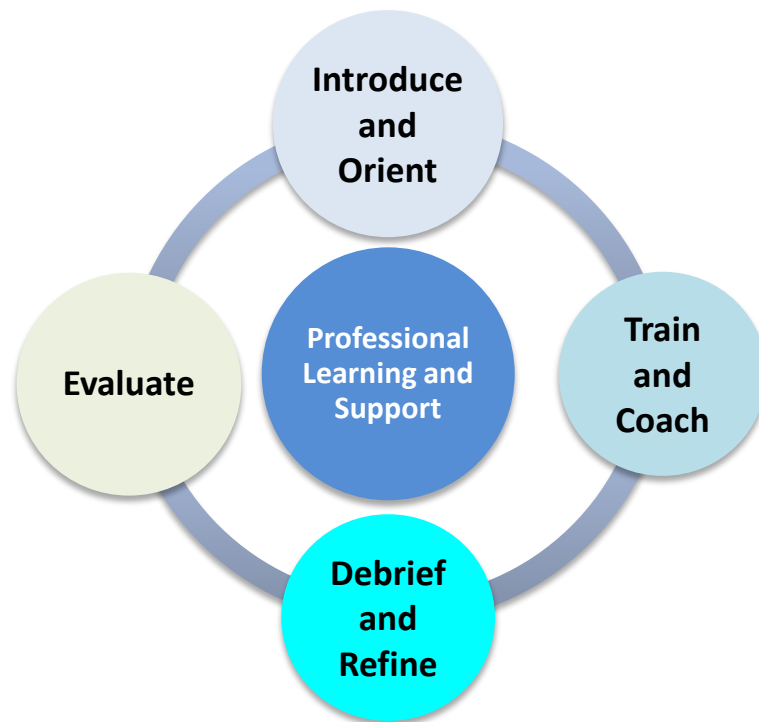
Assessing your Training & Support System

Talk to each other about:

1. The Training and Support that is happening now.

2. What more is needed: for evaluators, for evaluatees, for people managing the system?

3. The degree to which roles and responsibilities are clearly identified for your school/district system.

Growing your District Performance Evaluation (PE) system Part II

Identifying and Working with Student Growth Measures

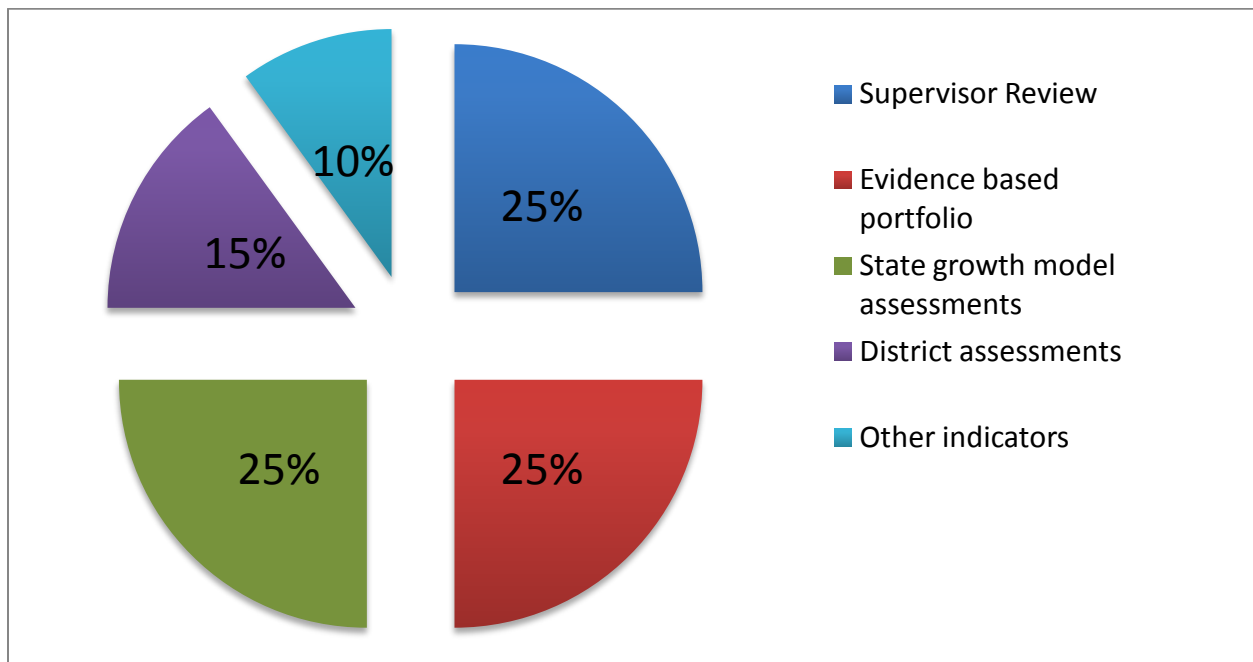- Work best with criterion/standards based measures that yield performance levels OR normed assessments that yield standard scores.
- Measures each student's growth against expected growth.
- Accounts for student differences.
- More reliable as more data accumulated for each student.
- Can be augmented by other assessments, but with caution.

Student Growth Measures & Educators' Evaluations *Example*:

- Supervisor Review 25%
- Evidence based portfolio 25%
- State growth model assessments 25%
- District assessments 15%
- Other indicators 10%

Determining What Goes Into Personnel Files

- Good to have legal review
- Evaluations are subject to F.O.I.A.
- Decide how to handle the formative pieces
- Decide how to handle the summative pieces
- Train your administrators and be consistent
- Follow timelines and meet deadlines

Aligning Administrator Evaluation

Like teacher evaluation requirements:

- Required annual performance evaluation
- Must include student achievement: 25% 2013-14; 40% 2014-15; 50% 2015-16
- Based on research based practice
- Use sound evaluation tools, processes, and practices aligned to the full system
- Focus on school and district improvement goals
- Assign an effectiveness rating
- Develop improvement plans
- Basis for employment and compensation decisions

Different from Teacher Evaluation, must also consider:

- Administrator's conduct of teacher evaluations (and/or administrator evaluations)
- Progress made on school and district goals
- Pupil attendance
- Student, parent, and teacher feedback
- Other information deemed pertinent

Managing the Politics

Understanding and Interpretation

- Develop a good communication plan to help parents and the community understand your teacher/administrator rating system
- Develop descriptions and discussion guides to assist teachers and administrators in adapting to new paradigms, new understandings, new language, and new practices in performance evaluation
- Share the guiding principles and link them to the new tools, processes, language, etc.; i.e., anchor the new into a set of guiding fundamental ideas
- Begin changing the culture in ways that make the work of performance improvement transparent, generative, and tightly aligned to performance assessment and improvement for students
- Make the work of performance improvement collegial; e.g., access to professional portfolios, feedback from multiple sources, professional web pages, etc.
- Align the performance assessment and improvement work tightly with school improvement work and PLC work

Evaluating the Evaluation System

- Examine the integrity of the design
- Examine fidelity of implementation
- Examine benchmarks of progress
- Examine measures of success

Developing and Defending the System Design

1. Is it grounded in research supported principles?
2. Do the tools, processes, and practices support those principals
3. Is it designed to achieve clear goals and valid measures of success?
4. Do the tools, processes, and practices align with the stated goals and measures of success?

Managing the Politics

Talk about:

1. What kinds of communications tools and/or assistance do you think your district will need?

2. Whose job is it to manage the politics?

Managing the Politics: Final Considerations

Fidelity of Implementation

1. Establish an implementation plan with timelines, roles and responsibilities, and resources
2. Establish implementation benchmarks and a timeframe/process for collecting and analyzing implementation data
3. Adjust implementation as needed based on benchmarking data
4. Refine design as you are implementing

Benchmarking the Implementation Process

1. Determine process indicators of implementation fidelity
2. Determine product indicators of implementation fidelity
3. Determine user feedback indicators
4. Determine observable indicators

Where Are You?

1. Have you had or been part of conversations between teachers and administrators, or between administrators and board trustees, regarding the implications of the new legislation?

2. Have you participated in conversations about a common framework (assumptions & principles of an educator evaluation system)?

3. Have you participated in local district or other conversations about building a system that meets the legal requirements?

4. Have you participated in local district or other conversations about building a system that is morally, ethically sound?

Take-Home Assignment

The following pages will walk you through a process of starting where you are and moving towards an educator evaluation system that is designed for learning, growth and adaptation. Using the tools and examples shared with you in these two days:

- Start by assessing your levels of implementation (use Appendix D: Levels of Implementation of the Six Principles).
- Follow an intentional process for growing and developing into the full system.
- Stay open to new information (both from outside sources and from your implementation monitoring within).

Select a framework for the design of Evaluation System to meet new legislation requirements and beyond

- Identify the gap between current practices and new requirements
- Review the research, existing high quality evaluation systems, models, and tools
- Determine the overall goal(s) and principles of an educator evaluation system
- Define the structure: integrated system, demonstration approach, and uses of evaluations
- Discuss alignment of resources
- Develop district wide goals for the year
- Establish the design working group

Design the elements of the Evaluation System

- Adopt, adapt, develop evaluation instruments, tools, and strategies to measure and collect data
- Determine when the various steps of the evaluation process will occur
- Decide how to score evaluation and the weight of each score
- Decide what the score means relative to performance
- Determine how evaluation is used to inform decisions on professional learning and path to improvement.

Plan for Implementation of the Evaluation System

- Review what is required for this school year
- Develop long-term implementation plans
- Develop detailed year 1 plan, including preparation and monitoring activities
- Identify what evaluators and evaluates need to know and specify the gap between current and needed knowledge and skills
- Determine the process for implementing and monitoring evaluation system

Implement the Evaluation System

- Deliver orientations sessions and training
- Prepare instruments and tools for use
- Launch the Professional Practice Portfolio

Monitor, Study, and Recommend Improvements of the Evaluation System

- Monitor and address issues as they arise
- Make recommendations for adjustments as needed
- Review year 1 outcomes and processes
- Determine improvements
- Develop plan for year 2

More Planning Resources

More information on process and collaboration can be found in a toolkit developed in 2011 by the Education Alliance of Michigan, with the support of a grant from the Federal Mediation and Conciliation Service. You can read or download the entire toolkit, entitled *Developing an Educator Evaluation System: Improving Educator and Student Performance Guidelines for School Districts and Unions* from www.gomasa.org/edalliance-toolkit.

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Introduction to School ADvance™ System of Administrator Evaluation

MASA has teamed up with Michigan ASCD to launch a full range of school administrator performance evaluation tools for administrators of all levels. In addition, we've partnered with ZIMCO, Inc. to incorporate the principal rubrics into their STAGES software management system

School ADvance rubrics and support are now available for principals and central office administrators, including superintendents.

Important points to consider:

- All **School ADvance** rubrics are extensive because they were designed to be a comprehensive framework for the work of district leadership.
- The rubrics are detailed so as to address directly observable or documentable behaviors.
- The intent is for the rubrics to be used as a formative guide for
  - Assessing the performance and practices of school leaders;
  - Documenting evidence of a school leaders work; and
  - Targeting priority areas for growth.
- User Guides, User Groups, and professional development series will launch in fall 2013 and guide districts and boards in getting the best results possible from the rubrics, first, as a self assessment and, next, as a framework for selecting priority areas for targeted growth.

Visit the **School ADvance** webpage at www.gomasa.org/school-advance to learn more.

To learn more about **School ADvance**, call MASA or Michigan ASCD at 517-327-5910, or contact any of the following:

      Linda Wacyk, lwacyk@gomasa.org
      Pat Reeves, preeves@gomasa.org
      Pat McNeill, pmcneill@michiganascd.org

To learn more about **School ADvance Plus**: Contact Dawn Zimmer at 888-549-4626 or dzimmer@zimco.net

School ADvance™ Users Group

Districts that have adopted the School ADvance rubrics for Principals and/or Central Office administrators will have access to a new service, beginning in November of 2012. MASA and Michigan ASCD have teamed up to form a School ADvance Users Group whose participants will:

- Attend on-site professional development workshops
- Participate in live web-based meetings focused on specific elements of Educator Evaluation, using the School ADvance framework
- Join a discussion forum of fellow users to discuss options and best practices, and share helpful tips and tools
- Offer feedback for continuous improvement for the School ADvance system and tools
- Provide data for further research and development

The User Group participants will focus attention on several aspects of the performance evaluation process, including:

Framing and Designing the District Evaluation System
- Using performance evaluation to empower learning, growth, and adaptation
- Guiding Principles of a quality evaluation system
- Using performance evaluation to achieve district/school/and classroom goals
- Selecting Tools and establishing procedures for using them
- Aligning evaluation tools, processes, and procedures
- Establishing evaluation cycles and timelines

Managing the Implementation Process
- Establishing Levels of Implementation and implementation benchmarks
- Tracking, monitoring, and adjusting
- Establishing roles and responsibilities
- Providing training and support

Using Evaluation to Guide Learning and Growth and to Foster Innovation
- The importance of being "the key person" in your own evaluation
- Finding balance between demonstration and observation
- Using strong demonstration to achieve more reliable observation
- Increasing professionalism through high quality evidentiary portfolios
- Developing reflective practice

Developing High Authenticity and Reliability

- Using multiple evidence and data sources
- Reviewing for corroborating evidence
- Establishing rater reliability (self, peer, and supervisor)
- Reviewing and interpreting portfolios
- Holding performance based conversations
- Holding results based conversations
- Identifying growth edges
- Developing performance improvement targets

Deriving Summative Judgments

- Establishing "power standards" within the performance assessments
- Establishing position alignment within the performance assessments
- Establishing three types of scores: (a) overall performance status; (b) priority [power] performance status; (c) performance growth
- Assessing student achievement growth and adult performance growth
- Using scoring guides to establish performance ratings

Making Employment, Assignment, Promotion, Retention, and Compensation Decisions

- Establishing contractual provisions
- Establishing procedural provisions
- Handling of performance evaluation documentation
- Establishing the requirements for official personnel records

Helping People Thrive in the System

- Attending to issues of alignment, communications, and consistency
- Establishing a communications plan
- Providing guides and other tools to aid understanding and use of the system
- Celebrating learning, growth, adaptation, and innovation

To learn more or sign up to participate, contact:

 Linda Wacyk at 517-327-9268 x 281 or

Pat McNeill at 517-327-5910

Michigan Association of School Administrators
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Designing an Educator Evaluation System

Designed for

Learning, Adaptation and Growth

Appendix

to the

Participant Handbook