



***Personal, Practical, Professional,
Powerful***

***Welcome to School Advance...
A growth model for administrators!***



The School ADvance Training Team

- Patricia Reeves, School ADvance, WMU – Co-Author/Developer
- Patricia McNeill, School ADvance – Co-Author/Developer
- Tina Kerr, Executive Director, MASA
- Sara Shriver, Trainer
- Michele Lemire, Trainer
- Carrie Platner, Coordinator

www.goschooladvance.org/resources



The Work We Will Do

- ✓ Learn the School ADvance evaluation approach, cycle, and guiding principles
- ✓ Select 8-10 evaluation characteristics that best match your district's priority work for year 1 evaluation ratings
- ✓ Begin:
 - Learning the evaluation frameworks and rubrics
 - Describing local district indicators for evaluation characteristics
 - Identifying evidence for evaluation ratings
 - Establishing your base-line self assessment on the formative rubric
 - Drafting your first personal growth plan
 - Developing your district implementation plan
- ✓ Review State requirements and critical components of a student success and growth model
- ✓ Examine the process of developing summative ratings



Group Norms

- Engage with your team
- Utilize technology for training purposes
- Take care of personal needs
- Seek clarity
- Enjoy the time to network
- Watch for our quiet signal
- Attend full sessions for SCECHs



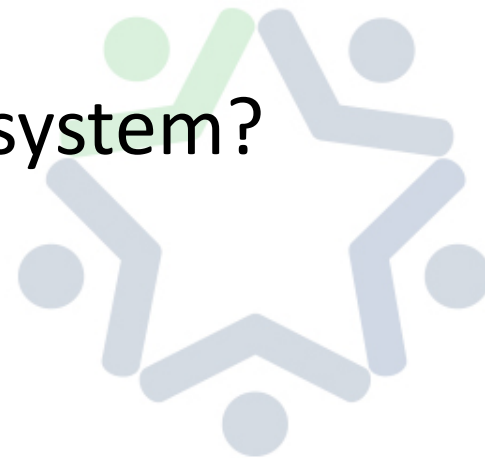
Evaluation Systems

Independently Consider:

What are the important features you are expecting in an evaluation system?

Whole Group:

Non-negotiables for “our” evaluation system?



Purposes for Evaluation

1. Achieve Organizational Goals, i.e. Student Outcomes
2. Focus on the right work
3. Guide learning, growth, and development
4. Make employment decisions



The School ADvance Way

- To achieve district goals, align goals across the schools, programs, and people
- To focus on the right work, set priorities
- To guide learning, growth, and development, make performance expectations clear
- To make employment decisions, provide, time, opportunity, and support; then, make evidence based decisions



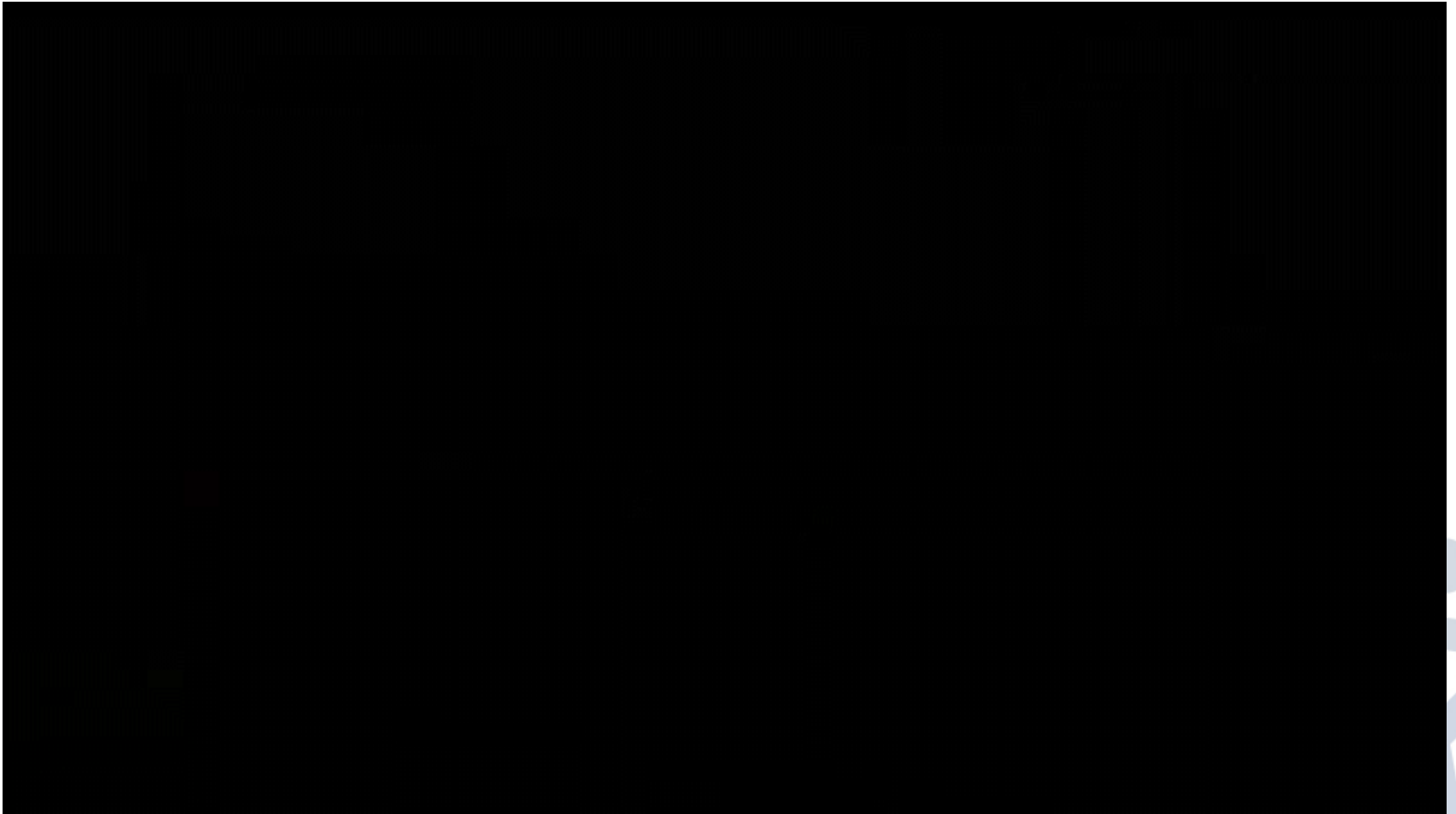
**Remember, it's not about the person;
it's about the...**



**Fair evaluations are based on actual evidence of the work and
impact of that work... Not opinion and perception!**



Evaluation Systems: Fear or Growth?



Process the Video

- What caught your attention in the video that is similar to your evaluation expectations?
- What caught your attention in the video that is different to your evaluation expectations?



Start with a Growth Mindset

A growth mindset and persistence help us achieve maximum impact –especially when we focus on the important or “right work”

Carol Dweck, Stanford University

School ADvance supports:

Focusing on the right work

Growth in Practice

Persistence to achieve results



School ADvance is...

an evaluation system that uses
clear descriptors of research-
supported **behaviors and actions...**

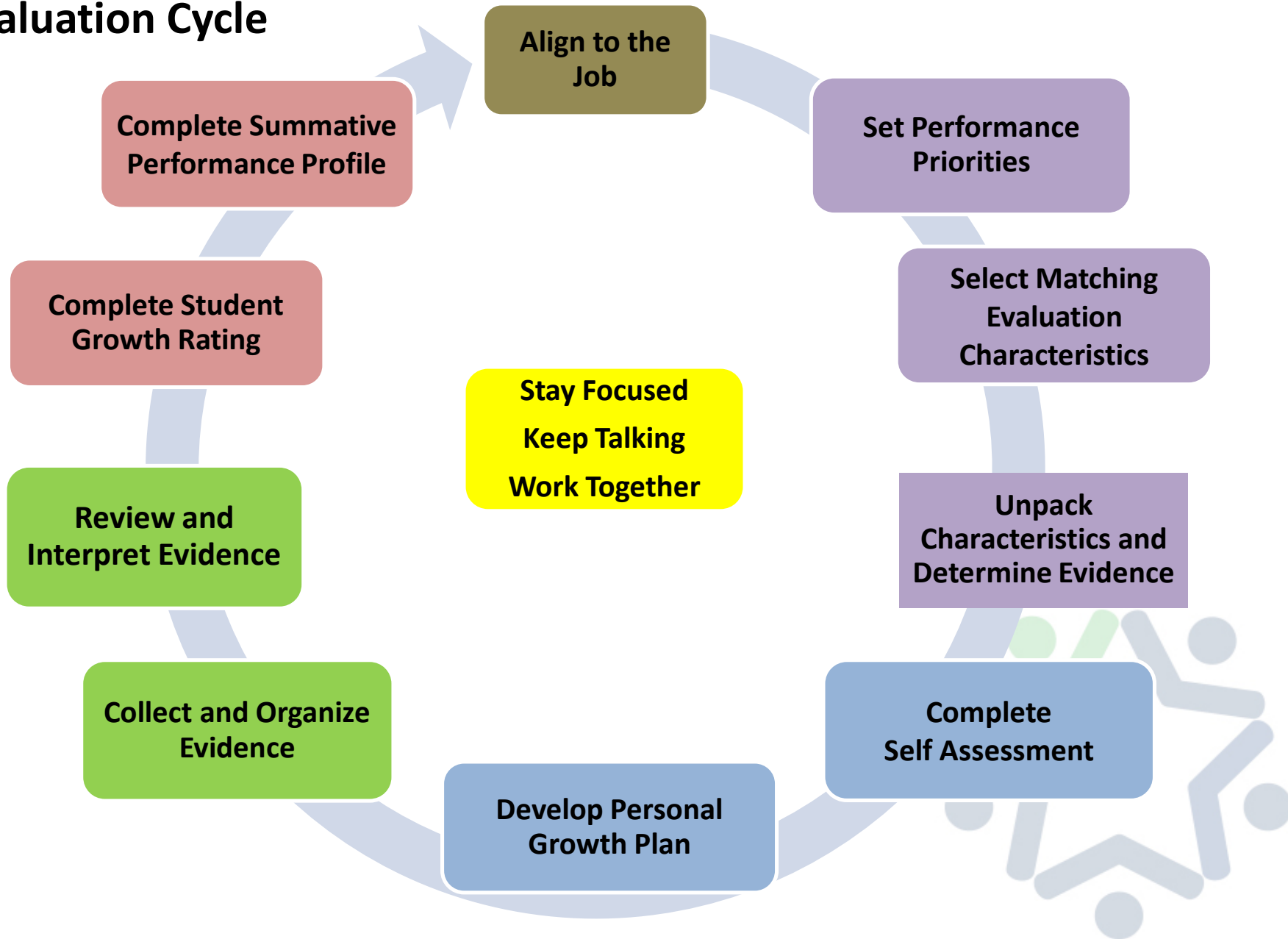
that support the “Right Work”
and reduce subjectivity



The School ADvance System: Evaluation Cycle Frameworks Rubrics



School ADvance Evaluation Cycle



School ADvance Tools/Resources

Organization of the Rubrics

Domains
(Areas of responsibility)

Factors
(Elements of Practice)

Characteristics
(Descriptors of Practice)

Principal and Building Leader Framework 2.0

Superintendent and District Leader Framework 2.0

Domain 1 – Results

- A. Growth targets on mandatory academic measures
- B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics
- C. Growth targets on valid, research supported behavioral measures associated with academic achievement
- D. Growth targets on valid, research supported psycho-social measures associated with academic achievement

Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student's performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.

Domain 2 – Leadership

A. Vision for Learning and Achievement

1. Mission and Vision
2. Goals and Expectations

B. Culture

1. Values, Beliefs, Principles, and Diversity
2. Language, Traditions, Celebrations, and Stories

C. Leadership Behavior

1. Informed and Current
2. Strategic and Systemic
3. Fair, Legal, Honest, and Ethical
4. Adaptive and Resilient

Domain 3 – Systems

A. High Quality and Reliability Instructional Program

1. Guaranteed and Viable Curriculum
2. Evidence Based and Differentiated Instruction
3. Standards Based Assessment and Feedback

B. Safe, Effective, Efficient Programs and Services

1. Laws, Policies, and Regulations
2. Processes and Procedures
3. Resource Allocation and Management

Domain 4 – Processes

A. Community Building

1. Relationships
2. Inclusion
3. Communications

B. Evidence Based Improvement

1. Collaborative Inquiry
2. Systematic use of Multiple Data Sources
3. Data Systems

Domain 5 – Capacity

A. Human Development

1. Professional Learning
2. Leadership Development
3. Performance Evaluation
4. Productivity

B. Technology Integration and Competence

1. Personal Use of Technology
2. Learning and Teaching with Technology
3. Leadership for Technology

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Domain 3 – Systems

A. High Quality and Reliability Instructional Program

1. Guaranteed and Viable Curriculum
2. Evidence Based and Differentiated Instruction
3. Standards Based Assessment and Feedback
4. Technology to Expand Learning Opportunity

B. Safe, Effective, Efficient Programs and Services

1. Laws, Policies, and Regulations
2. Processes and Procedures
3. Resource Allocation and Management
4. Personnel Policies and Practices
5. Non-Instructional Technology

Domain 4 - Processes

A. Community Building

1. Board Relations
2. Leadership Team Relations
3. Internal and External Stakeholder Relations
4. Communications and Media Relations

B. Evidence Based Improvement

1. Collaborative Inquiry
2. Systematic use of Multiple Data Sources
3. Data Systems
4. Aligned Improvement, Monitoring, and Reporting

Domain 5 – Capacity

A. Human Development

1. Professional Learning
2. Leadership Development
3. Performance Evaluation
4. Productivity

B. Contextual and Political

1. Contextual and Political Awareness
2. Education and Advocacy

Non-Instructional Administrator Framework 2.0

Alternative Domain 1 – Non-Student Based Results

Growth Targets on One or More Non-Student Based Quality or Key Performance Indicators*

- A. Quality or Key Performance Indicator 1:
- B. Quality or Key Performance Indicator 2:
- C. Quality or Key Performance Indicator 3:

*Quality indicators can be developed for each division, department, or program. All quality or key performance indicators should align with and/or link to the district or organization's strategic plan or another means of establishing performance targets at a district or organizational level. Districts can add Quality or Key Performance Indicators as needed.

Domain 2 – Leadership

- A. Mission, Vision, and Goals for District or Organizational Success
 - 1. Personal Mission and Vision
 - 2. District Mission and Vision
 - 3. Goals and Expectations
- B. Culture
 - 1. Values, Beliefs, Principles, and Diversity
 - 2. Language, Traditions, Celebrations, Guiding Principles and Cultural Norms
- C. Leadership Behavior
 - 1. Informed and Current
 - 2. Strategic and Systemic
 - 3. Fair, Legal, Honest, and Ethical
 - 4. Work Habits

Domain 3 – Systems

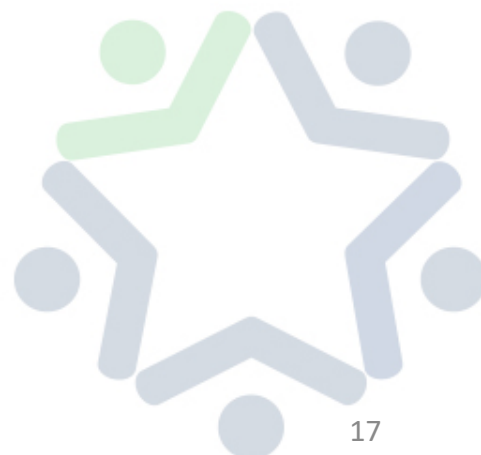
- A. Reliable, Aligned, and Consistent Operations
 - 1. Laws, Policies, and Regulations
 - 2. Processes and Procedures
 - 3. Resource Allocation and Management
 - 4. Personnel Policies and Practices
- B. Efficient and Effective Operations
 - 1. Personnel Evaluation
 - 2. Performance Development
 - 3. Productivity
 - 4. Leadership Development

Domain 4 - Processes

- A. Community Building
 - 1. Internal Stakeholder Relations
 - 2. External Stakeholder Relations
 - 3. Media Relations
 - 4. Communications
- B. Evidence Based Improvement
 - 1. Collaborative Inquiry
 - 2. Systematic use of Multiple Data Sources
 - 3. Data Systems
 - 4. Non-instructional Technology

Domain 5 – Capacity

- A. Reliability
 - 1. Dependability
 - 2. Work Quality
 - 3. Professionalism
- B. Adaptability
 - 1. Initiative and Responsiveness to Change
 - 2. Creativity and Innovation



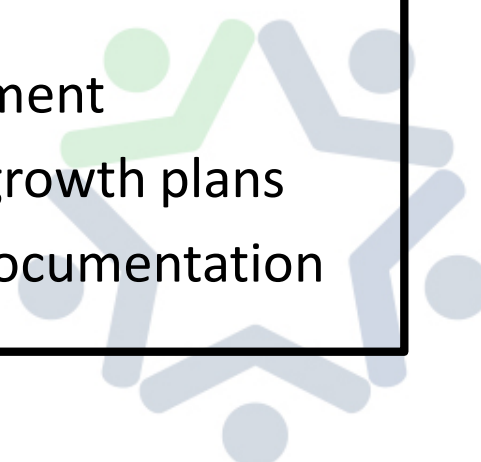
The Difference Between Summative and Formative Rubrics

Summative Rubrics

- Provides a single condensed description of each characteristic
- Used to develop the summative evaluation

Formative Rubrics

- Provides an expanded set of multiple descriptors for each characteristic
- Used to develop and guide:
 - self assessment
 - formative growth plans
 - evidence documentation



The School ADvance System

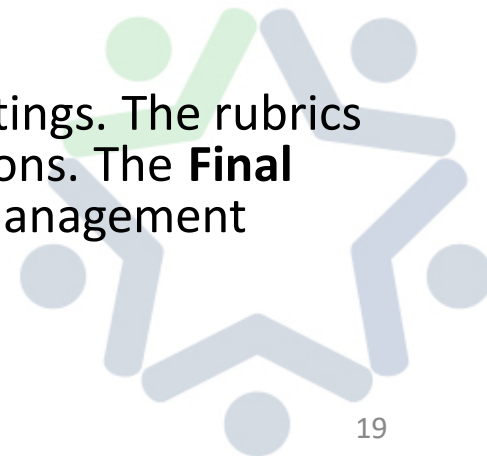
Evaluation Rubrics

The **summative rubric** is used by the evaluator to determine final ratings for each characteristic being rated in the evaluation process, as well as the student growth or key quality indicators ratings.

The **formative rubric** is used by the evaluatee as the self-assessment, which should be conducted annually. There are several descriptions for each rating level to help reflect on each level of the performance task.

Note: There is not a formative rubric for the Non-Instructional administrators. The Summative rubric should be used by the Non-Instructional administrators for their self-assessment.

Note: There is not a place on the rubric to actually record ratings. The rubrics are meant to be resource to guide the evaluation conversations. The **Final Rating Profile** should be used if the district does not use a management company to house and calculate the results.



Domain 3 – Systems			
Factor A: High Quality and Reliability Instructional Program			
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Characteristics 3: Standards Based Assessment and Feedback			
Ineffective	Minimally Effective	Effective	Highly Effective
3A3	Has a working knowledge of evidence based, ethical and legal assessment and feedback practices	And works with staff to develop assessment literacy and competence in administering assessments, interpreting results, communicating student progress, setting learning goals, and making decisions that affect students	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for evidence based, ethical and legal assessment and feedback practices

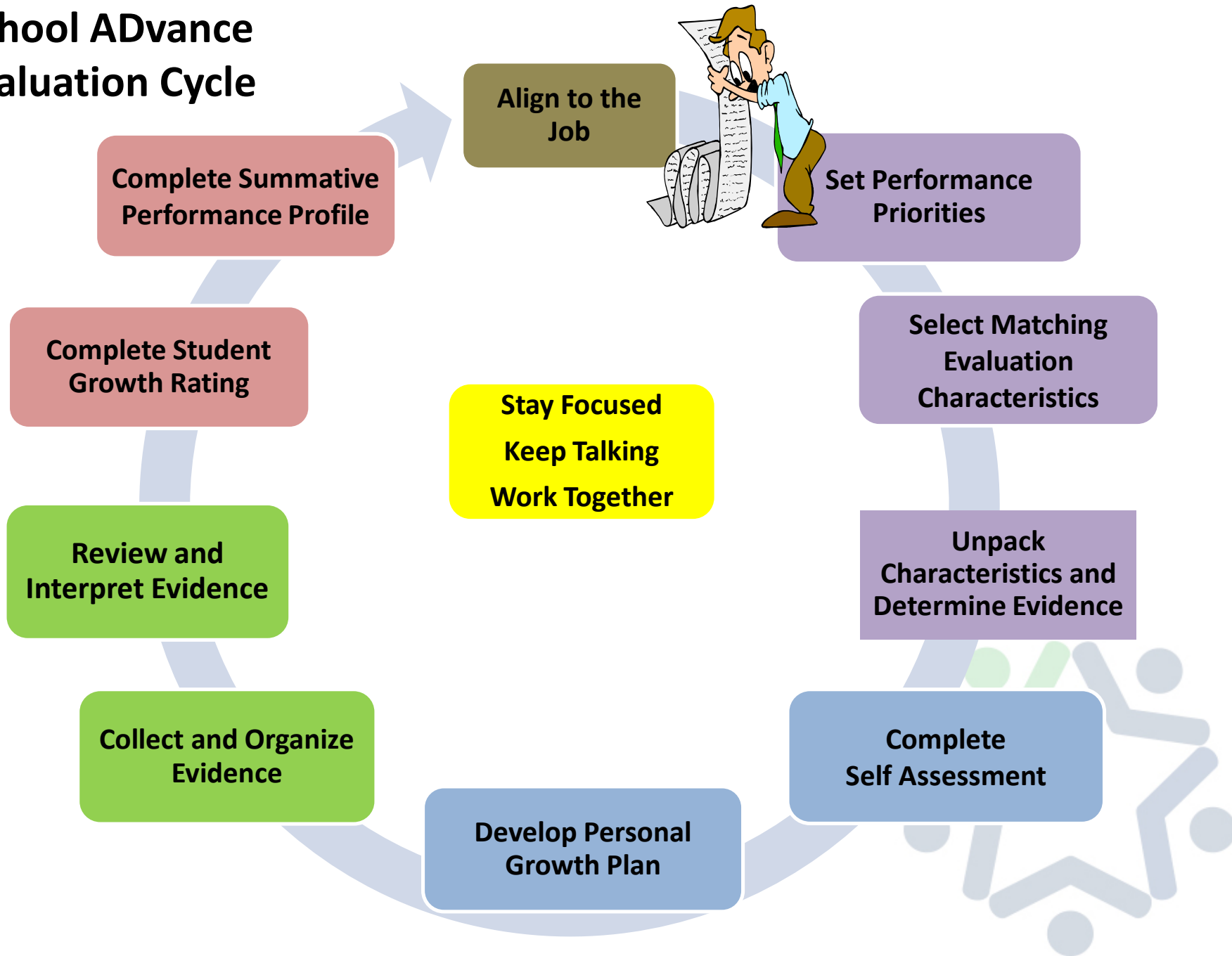
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	Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas	And works with staff to develop and/or understand and give priority to the essential core curriculum (or power) standards for their grade level, content, and program areas And monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	And 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
		And works with staff to ensure differentiation in the curriculum for students based on identified learning needs	And works with staff and the school or district leadership team to ensure that the curriculum is appropriate for the full range of student characteristics for the population the school serves And 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
		And provides information on the core curriculum standards to students, parents, and the community	And ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards

Next, we will use the School ADvance Evaluation Cycle

To get you started on your
School ADvance implementation



School ADvance Evaluation Cycle

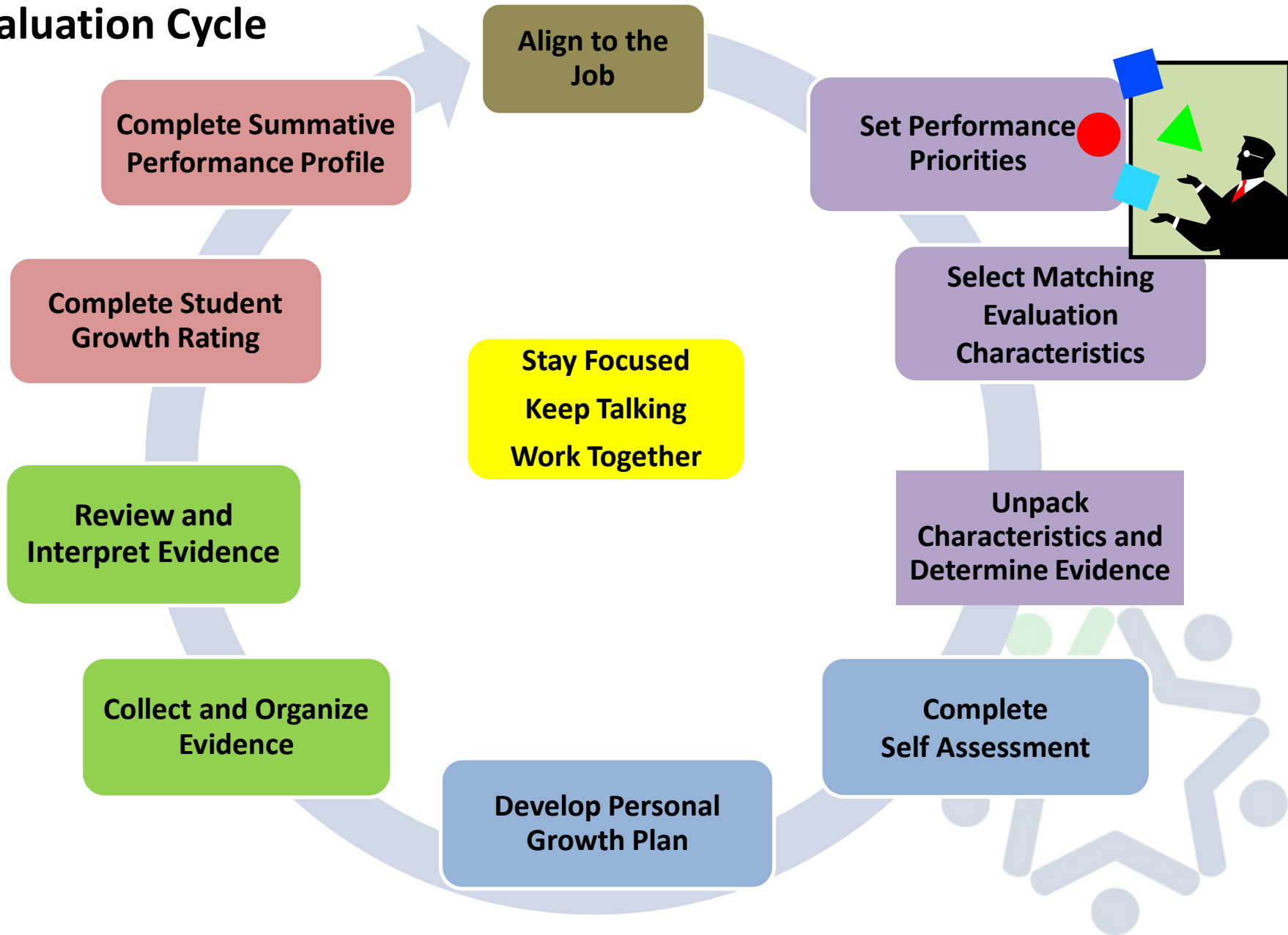


Start Job Alignment

1. Start a spreadsheet that lists all the administrators that will be evaluated with the School ADvance evaluation tools
2. List the positions held by each administrator
3. Identify which School ADvance rubric will be used to evaluate each administrator
4. List the Years that will be the first 3 years of using the tool for each administrator
5. See the example in the Shared Folder for training



School ADvance Evaluation Cycle



What Does the Research Say?

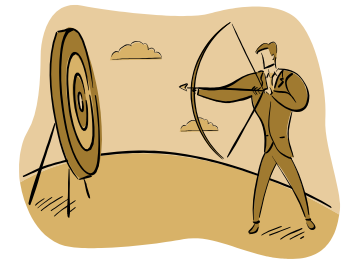
We perform better when we know the target



Align Performance Priorities with Initiatives to Improve Student Success



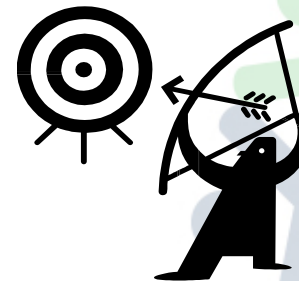
Teachers



Administrators



Superintendent



Board

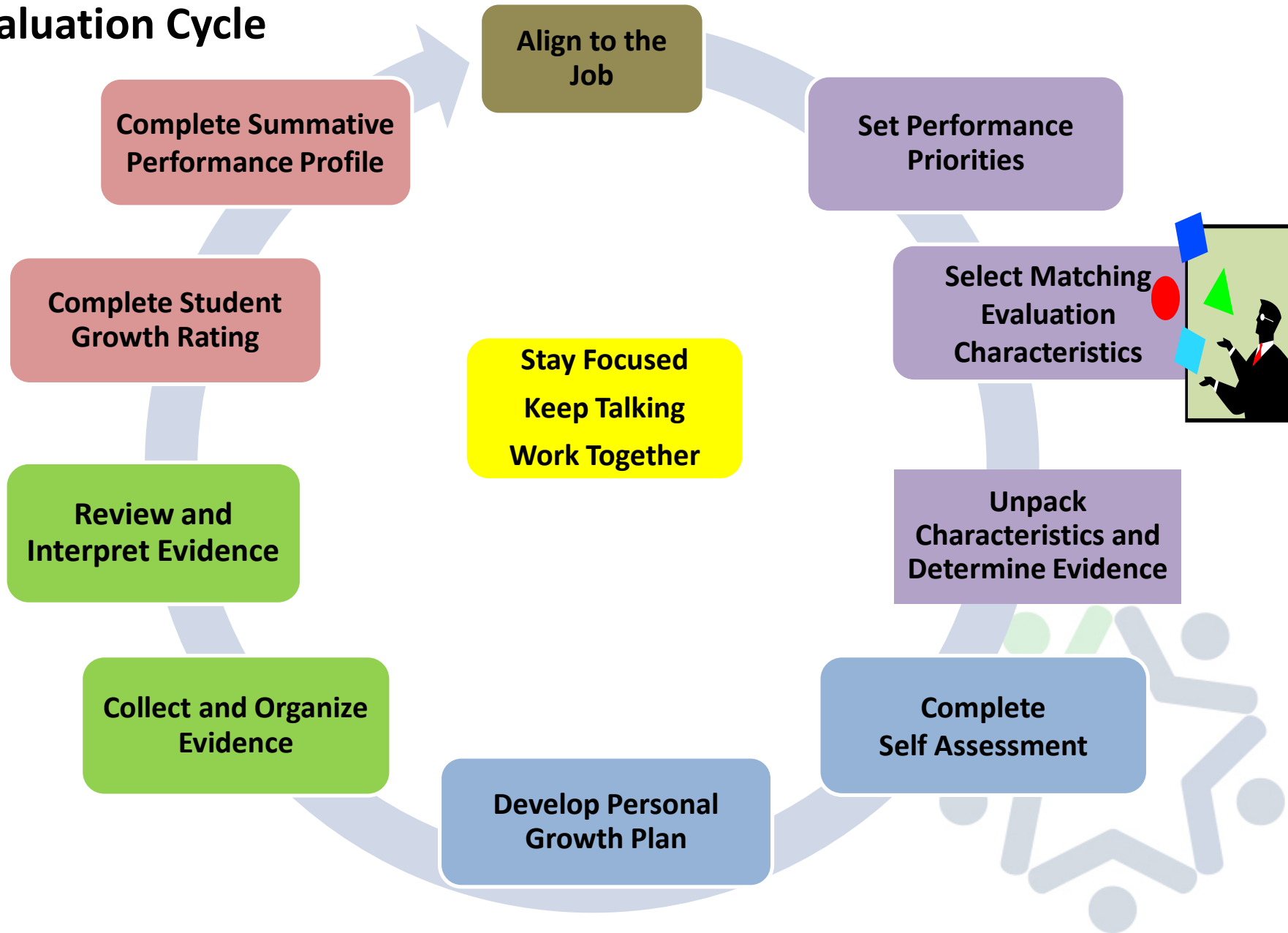


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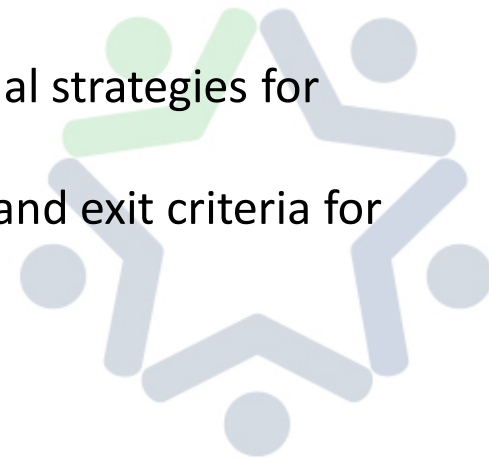
District Priorities determine which Characteristics to use and/or emphasize

- Using your top 2-3 district priorities
- List the actions/activities needed to accomplish the top 2-3 priorities
- Select the 8-10 evaluation characteristics that best match the actions/activities

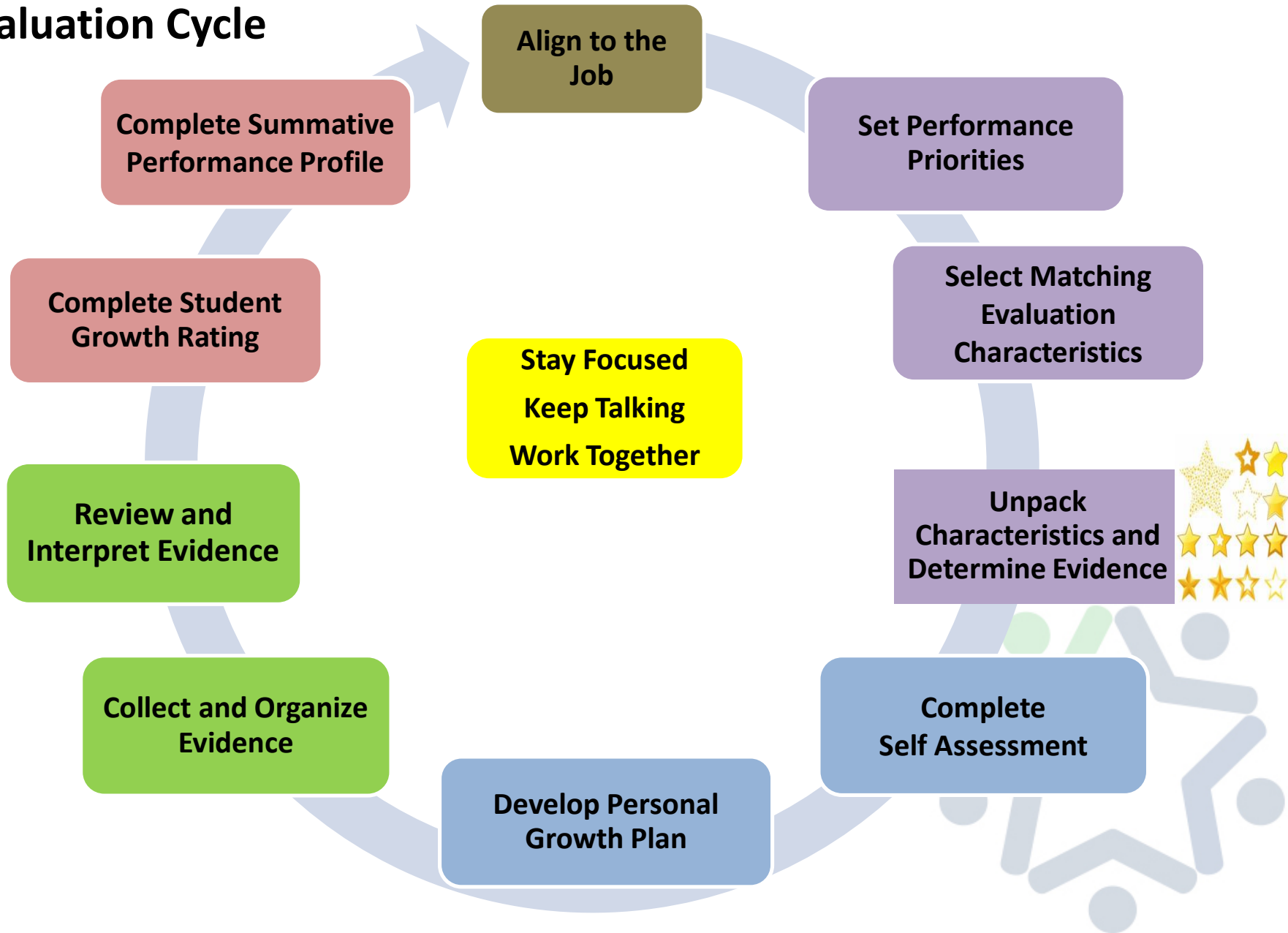


Guided Practice

- **Goal:** Increase student achievement for economically disadvantaged students to close the achievement gap.
- **Strategy:** Implement an effective Multi-Tiered System of Support (MTSS) with a Response to Interventions (RtI) which includes evidence-based instructional activities specifically targeted for economically disadvantaged students.
- **Implementation Activities:**
 1. Provide staff training on teaching to students of poverty.
 2. Provide staff training on developing an MTSS
 3. Provide staff time research evidence based instructional strategies for students of poverty
 4. Provide staff time to create their MTSS with entrance and exit criteria for each level
 5. Staff create lesson plans to use during RtI time



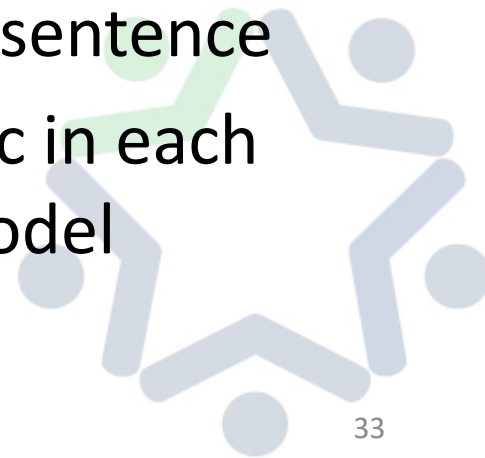
School ADvance Evaluation Cycle



Unpacking Characteristics and Identifying Possible Evidence

Using the School ADvance unpacking tool in the Shared Folder for training, learn how to unpack the characteristics.

1. Read the summative rubric description for a characteristic
2. Summarize the characteristic in a short sentence
3. List 2-3 evidences for each characteristic in each rating category using the I, We, They model



Quick Reminder About Unpacking Characteristics

The Most Important Step in the Cycle

1. It is important for each district to unpack all of the characteristics for a shared understanding about the expectations for each one.
2. It is also important to review the unpacked characteristics on an annual basis to adjust any evidence examples and train new administrators for consistency.



School ADvance Rating Key

Each performance level builds on the previous one:

- **Ineffective** = does not meet the expectations for minimally effective
- **Minimally Effective** = demonstrates basic personal knowledge, compliance, competence or ownership
- **Effective** = works to build staff (parent and/or student) knowledge, competence, and ownership
- **Highly Effective** = works to build leadership, expand ownership, foster innovation, or develop enhancements



Effectiveness Level Rating Activity

As a team, generate words that describe each level of effectiveness and the “evidence” that will be shared during the evaluation process

- **Minimally Effective = What “I do”**

- Know, show, do, tell, comply, independent

- **Effective = What “We do”**

- Train, lead, guide, coach, facilitate, collaborate, team

- **Highly Effective = What “They do”**

- Foster, enhance, empower, shared leadership, TRUST, support



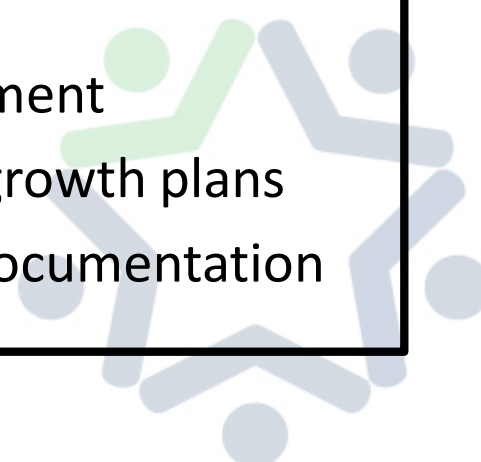
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Domain 3: Systems

Factor A: High Quality and Reliability Instructional Program

- **Characteristic 1: Guaranteed and Viable Curriculum**

Artifact Examples: Building Grade/ Content Curriculum Guides and Documents; Meetings and Memos to Staff; Staff Lesson Plans; Walkthroughs and Teacher Observations; Feedback to Teachers; Team/PLC Meeting Agendas and Minutes; Building and Individual Professional Learning Plans and Events; Agendas and Participation in Parent/Community Curriculum Events;

- **Characteristic 2: Evidence Based and Differentiated Instruction**

Artifact Examples: Staff Lesson Plans; Walkthroughs and Teacher Observations; Professional Learning on Differentiation and/or Instructional Strategies; Student Intervention Plans; RTI and Data, Team Minutes; PLC Meetings Agendas and Minutes; Building and Individual Professional Learning Plans and Events; Schedules of Teachers Observing Each Other; Monitoring of classroom instruction data

- **Characteristic 3: Standards Based Assessment and Feedback**

Artifact Examples: Assessment Calendar; Staff Lesson Plans; Walkthroughs and Teacher Observations; Classroom, Grade Level, Subject Area, and Student Performance Data; Rubrics or Proficiency Scales; Formative and Summative Assessment Analysis; Professional Learning Plans; Team/PLC Meetings Agendas and Minutes; Professional Learning Agendas and Feedback

Factor B: Safe, Effective, Efficient Programs and Services

- **Characteristic 1: Laws, Policies, and Regulations**

Artifact Examples: School Safety and Behavioral Expectations and Plans; Analysis of Discipline and Safety Incidence Reports; Staff, Student, and Parent Handbooks; Staff/Team Meeting Agendas and Minutes; Staff, Student and Parent Feedback; Attendance Data and Analysis; Severe Weather and Drill Plans; FERPA Training; Volunteer Confidentiality Statements; Parent Notification of Rights; Assemblies; Positive Behavior Support Plan

- **Characteristic 2: Processes, and Procedures**

Artifact Examples: School Safety and Behavioral Expectations; Staff, Student, and Parent Guidelines and Handbooks; Agendas and Feedback from Staff Meetings; Staff, Student, and Parent Evaluation of Systems

- **Characteristic 3: Resource Allocation and Management**

Artifact Examples: Budget and Budget Analysis and Monitoring Reports; Budget Presentations and Materials; External Review and Audits; Grant Applications and Awards; Title Budget and Reports



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Planning for Evidence Based Evaluations

The School ADvance Process: Evidence Based Evaluations

1. Evidence based interpretations of performance
2. Balanced use of documentation, self-assessment, observation and feedback to supply evidence
3. Triangulation through multiple sources of evidence
4. Dialogue to reach authentic interpretation of the evidence
5. Courage to look at the data and recognize growth edges
6. Persistence to achieve meaningful growth in practice



Using Documents as Evidence

1. See the file titled, SA PrinRubric Evid Examples on training resources page:
www.goschooladvance.org/resources
2. Select the artifacts that best illustrate the level of your work for each characteristic
3. Artifacts can serve to illustrate more than one characteristic
4. Be sure to provide annotation that explains how that artifact illustrates your work



Using Observation Notes as Evidence

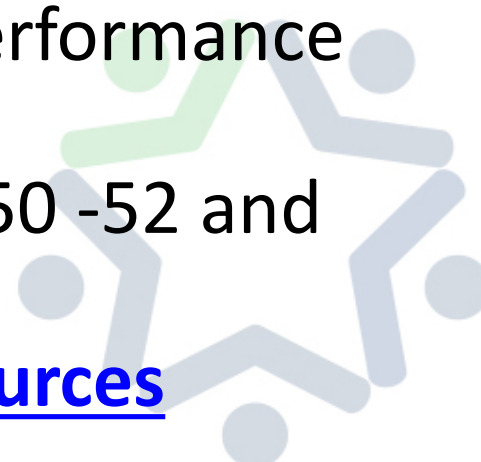
1. See Sample Observation Tool in User's Guide and on training resources page:
www.goschooladvance.org/resources
2. Stopping in at a school or department
3. Setting up a time to observe a specific activity or process
4. Meeting one-on-one with the administrator
5. Watching how the administrator engages and contributes in meetings work sessions, etc.
6. Observing administrator as he/she goes about daily activities
7. Noting how the administrator functions in a crisis or sensitive situation



Using Feedback as Evidence

- Direct feedback using a validated multi-rater instruments – Here are two examples for teacher feedback to principals from Vanderbilt University, McREL, and W.M.U.
 - <http://valed.discoveryeducation.com/>
 - <http://www.wmich.edu/wallacegrant/docs/DIDM-INST.pdf>
- Indirect feedback from perception surveys
- Should relate closely to established performance goals and priorities
- See User's Guide, Appendix F –pages 50 -52 and training resources page:

www.goschooladvance.org/resources



Four Ways to Gather Evidences

Observation Data

Notes from direct and indirect observations, videos, and photos

Feedback and Process Data

Results from perception and multi-rater instruments

Documentation

Artifacts and work products from actions and activities

Self-Assessment

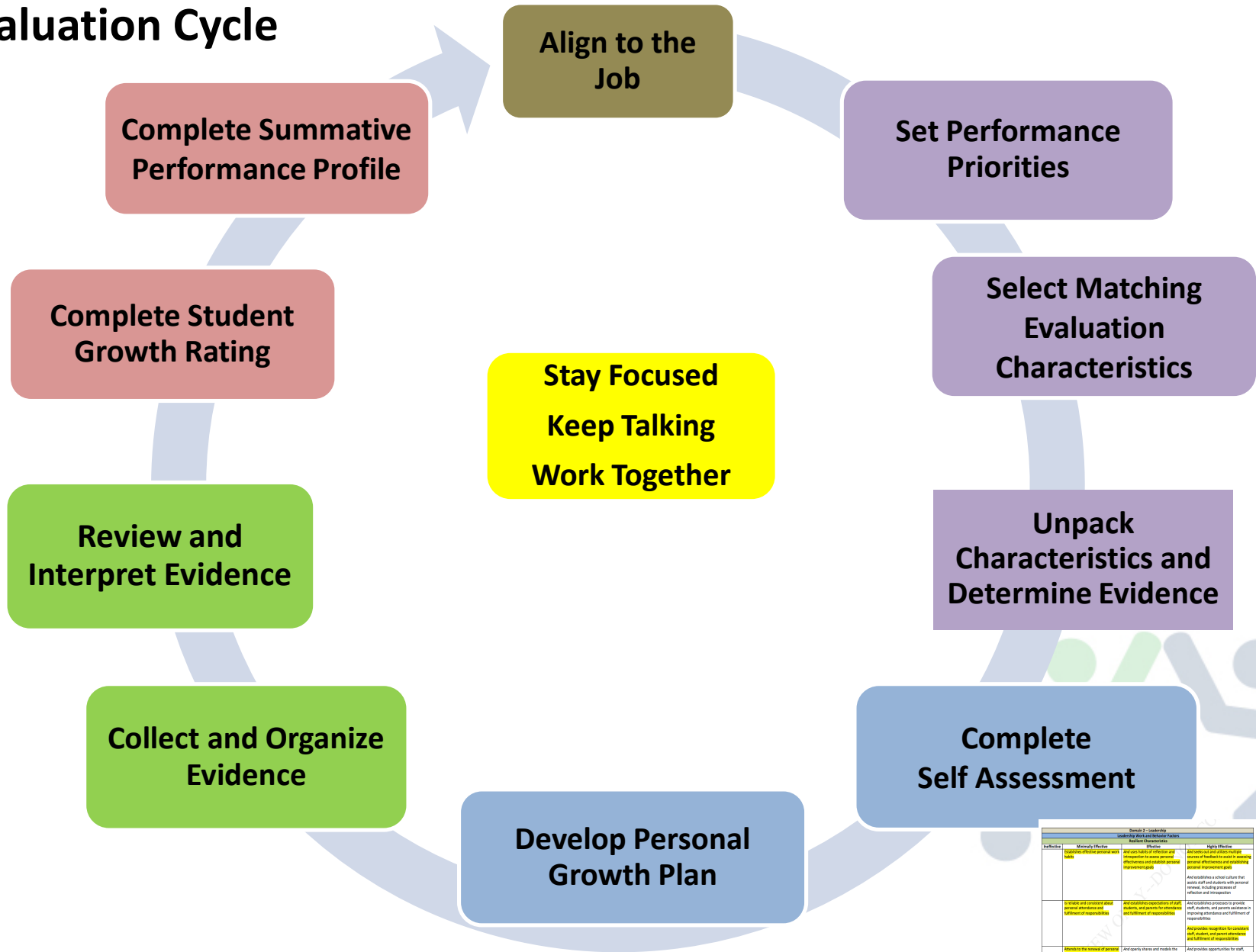
Self ratings based on reflection against performance standards

Good Morning

- Please sign in
- Make yourself comfortable
- Be thinking about yesterday's work:
 - What did you learn?
 - What questions do you still have?
- At the end of today, be sure to complete the SCECHs form



School ADvance Evaluation Cycle



Domain 2 – Leadership			
Leadership Work and Behavior Patterns			
Indicators	Minimally Effective	Effective	Highly Effective
	Establishes effective personal and professional goals.	And uses vision to influence and encourage others to achieve personal effectiveness and establish personal improvement goals.	And creates and achieves a vision that is shared by others, resulting in personal effectiveness and establishing personal improvement goals.
	Establishes a school culture that serves staff and students with personal interest, including personal growth and development.	And establishes a school culture that serves staff and students with personal interest, including personal growth and development.	And establishes a school culture that serves staff and students with personal interest, including personal growth and development.
	Establishes processes to provide staff, students, and parents assistance in improving effectiveness and achievement.	And establishes processes to provide staff, students, and parents assistance in improving effectiveness and achievement.	And establishes processes to provide staff, students, and parents assistance in improving effectiveness and achievement.
	Establishes opportunities for continuous staff, student, and parent education and development.	And provides opportunities for continuous staff, student, and parent education and development.	And provides opportunities for continuous staff, student, and parent education and development.
	Establishes the success of personal effectiveness and achievement in the work of planning and setting priorities.	And establishes the success of personal effectiveness and achievement in the work of planning and setting priorities.	And establishes the success of personal effectiveness and achievement in the work of planning and setting priorities.
	Establishes the success of personal effectiveness and achievement in the work of planning and setting priorities.	And establishes the success of personal effectiveness and achievement in the work of planning and setting priorities.	And establishes the success of personal effectiveness and achievement in the work of planning and setting priorities.

The Self Assessment Process

Complete a Base-Line Self Assessment to start year 1. Update each year. Use to find your growth edges. A growth edge is a behavior, practice or competencies you want or need to develop or refine.

The Process: Use the Full Formative Rubric

1. Highlight or check all the descriptors you feel you address in your work
2. Descriptors you are not addressing are your growth edges
3. Pay particular attention to growth edges in the minimally effective and effective ranges.
4. Identify the characteristics where you have the most critical growth edges
5. Rank order your growth edges in terms of importance for this evaluation cycle
6. Select 2-3 most important growth edges for this year
7. Confirm with your supervisor
8. Develop your growth plan for each of the 2-3 you confirm



Self-Assessment Example 1

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

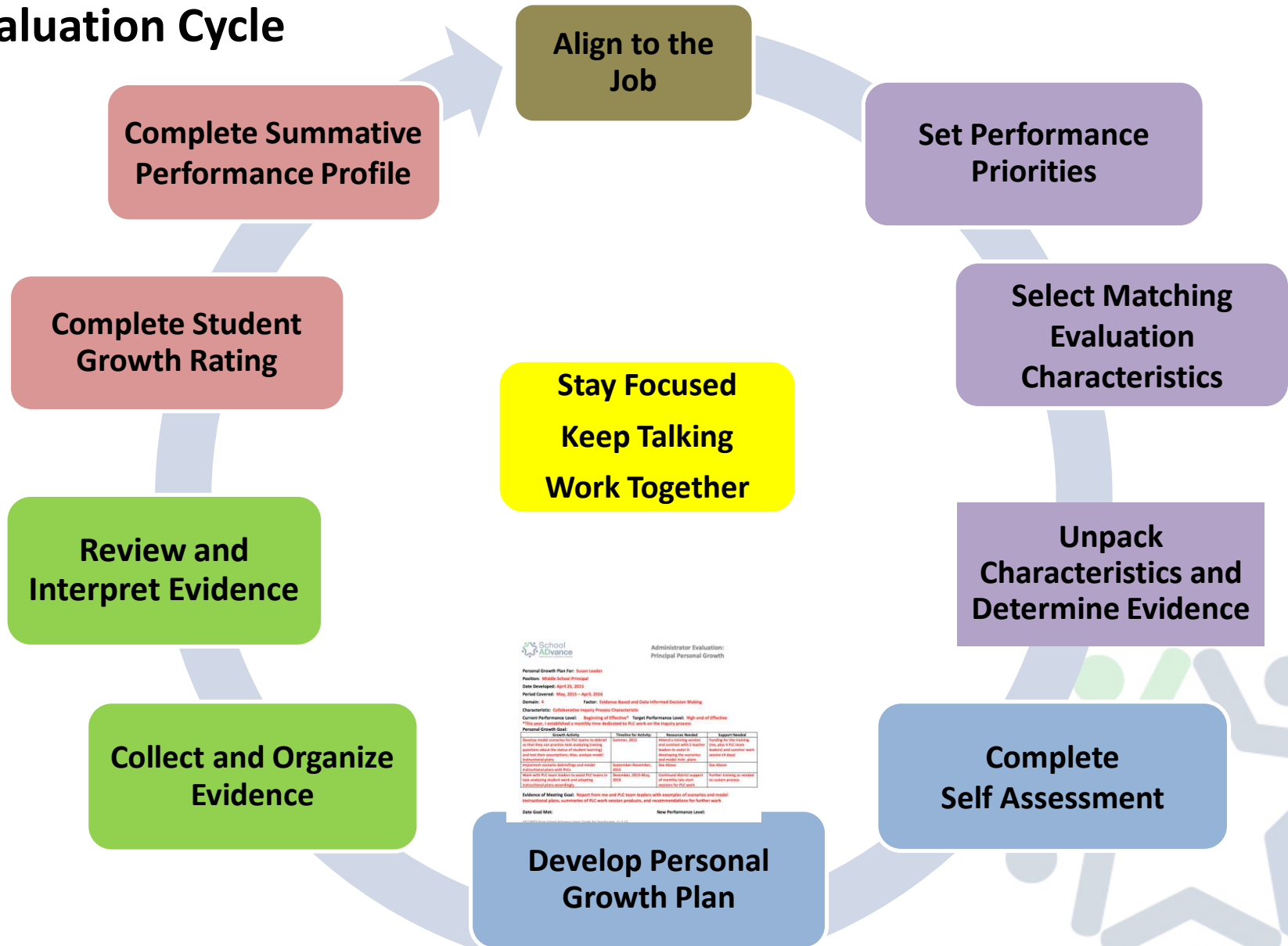
To Get You Started on your base-line Self-Assessment

1. Use the formative rubric (instructional administrators) and the summative rubric (non-instructional administrators)
2. Do your base-line self assessment on just the characteristics your team selected today for your first evaluation cycle
3. Look for growth edges: behaviors, practices or competencies you want to develop or refine
4. Pay particular attention to growth edges in the characteristics your team selected for inclusion in the summative evaluation for the first year.

<http://www.goschooladvance.org/resources>



School ADvance Evaluation Cycle



School ADvance

Administrator Evaluation:
Principal Personal Growth

Personal Growth Plan For: Susan Louder
Position: Middle School Principal
Date Developed: April 25, 2014
Period Covered: May, 2013 – April, 2014
Domain: 4 **Factor:** Evidence Based and Data Informed Decision Making
Characteristic: Collaborative Inquiry Process Characteristics

Current Performance Level: Beginning of Effectiveness **Target Performance Level:** High end of Effectiveness
*This plan is developed in monthly time allocations by PLC work on the inquiry process.

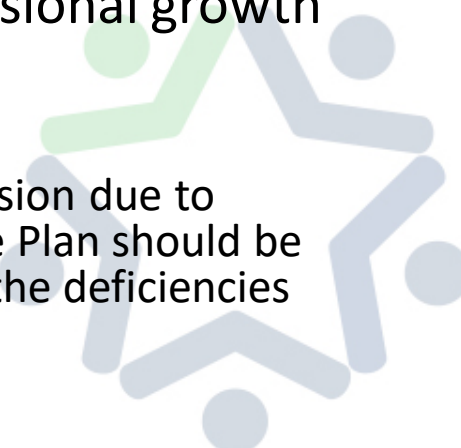
Personal Growth Goal	Timeline for Activity	Resources Needed	Support Needed
Implement inquiry process for PLCs to develop as they can provide each another having questions about the nature of student learning and their own assumptions. Also, analyze model of collaborative inquiry.	September, 2013	Research on inquiry process and evidence based practice to guide PLCs in developing their own inquiry process.	Training for PLCs on inquiry process and evidence based practice (see plan 4 PLC team meeting and meeting with school (2 days)
Implement inquiry process with PLCs to develop as they can provide each another having questions about the nature of student learning and their own assumptions. Also, analyze model of collaborative inquiry.	September, 2013	Research on inquiry process and evidence based practice to guide PLCs in developing their own inquiry process.	Training for PLCs on inquiry process and evidence based practice (see plan 4 PLC team meeting and meeting with school (2 days)
Implement inquiry process with PLCs to develop as they can provide each another having questions about the nature of student learning and their own assumptions. Also, analyze model of collaborative inquiry.	September, 2013	Research on inquiry process and evidence based practice to guide PLCs in developing their own inquiry process.	Training for PLCs on inquiry process and evidence based practice (see plan 4 PLC team meeting and meeting with school (2 days)

Evidence of Meeting Goal: Report from me and PLC team leaders with examples of activities and model of collaborative inquiry, summaries of PLC work evidence products, and recommendations for further work.

Date Goal Met: _____ **New Performance Level:** _____

School ADvance Growth Plans

1. Everyone has 1-2 growth plans each evaluation cycle. While we all have many growth edges, we make the most growth when we focus on just a few at a time.
 2. Growth plans are typically built around characteristics selected or prioritized for the evaluation cycle.
 3. Growth plans may also be required to address significant performance deficiencies.*
 4. Growth plans are a way to foster continuous professional growth for each administrator.
- ★ Note: If an administrator is at risk for non-renewal or non-extension due to significant performance issues, a Plan of Assistance or Corrective Plan should be substituted for Growth Plans until that administrator addresses the deficiencies sufficiently to meet the terms for renewal or extension.





Personal Growth Plan For:

Position:

Date Developed:

Period Covered:

Format for a Growth Plan

Domain:

Factor:

Characteristic:

Current Performance Level:

Target Performance Level:

Personal Growth Goal:

Growth Activity	Timeline for Activity:	Resources Needed	Support Needed

Evidence of Meeting Goal:

Date Goal Met:

New Performance Level:



Domain 4 – Processes			
Factor B: Evidence Based Improvement			
Characteristic 1: Collaborative Inquiry			
Ineffective	Minimally Effective	Effective	Highly Effective
4B1	Raises questions about why and how student achievement results are what they are	And works with staff to identify and challenge assumptions about student achievement and raise questions about school and district results	And develops shared leadership to raise questions about student learning and challenge assumptions about school and district results
	Creates routines and processes to conduct collaborative inquiry to examine student results	And works with staff to refine routines and processes to support collaborative inquiry and examination of student results	And develops shared leadership to refine routines and processes for collaborative inquiry and examination of student results
	Establishes teaming processes for staff to work on collaborative inquiry	And works with staff to refine teaming processes as needed to assist teachers in developing evidence based instruction	And develops shared leadership to support the work of collaborative inquiry teams utilizing SMART Goals, Action Research, or other evidence based team processes



Self-Assessment Example 2

This example illustrates opportunity for both “vertical and horizontal” growth



Administrator Personal Growth Plan

Example

Personal Growth Plan For: Susan Leader

Position: Middle School Principal

Date Developed: April 25, 2017

Period Covered: May, 2017- April, 2018

Domain: 4: Processes

Factor: B: Evidence Based Improvement

Characteristic: 1: Collaborative Inquiry

Current Performance Level: Beginning of Effective*

Target Performance Level: High end of Effective

*** This year, I established a monthly time dedicated to PLC work on the inquiry process.**

Personal Growth Goal: Increase the amount and quality of collaborative inquiry in my school.

Growth Activity	Timeline for Activity:	Resources Needed	Support Needed
Develop model scenarios for PLC teams to debrief so that they can practice task analyzing (raising questions about the status of student learning) and test their assumptions. Also, analyze model instructional plans.	Summer 2017	Attend a training session and contract with 2 teacher leaders to assist in developing the scenarios and model inst. plans	Funding for the training (me plus 4 PLC team leaders) and summer work session (4 days)
Implement scenario debriefings and model instructional plans with PLC's	September-November 2017	See Above	See Above
Work with PLC team leaders to assist PLC teams in task analyzing student work and adapting instructional plans accordingly	December, 2017- May, 2018	Continued district support of monthly lase start sessions for PLC work	Further training as needed to sustain process

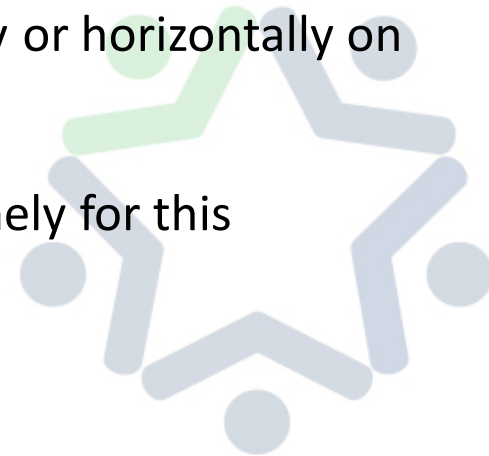
Evidence of Meeting Goal: Report from me and PLC team leaders with examples of scenarios and model instructional plans, summaries of PLC work session products, and recommendations for further work

Date Goal Met:

New Performance Level:

Drafting your first Growth Plan

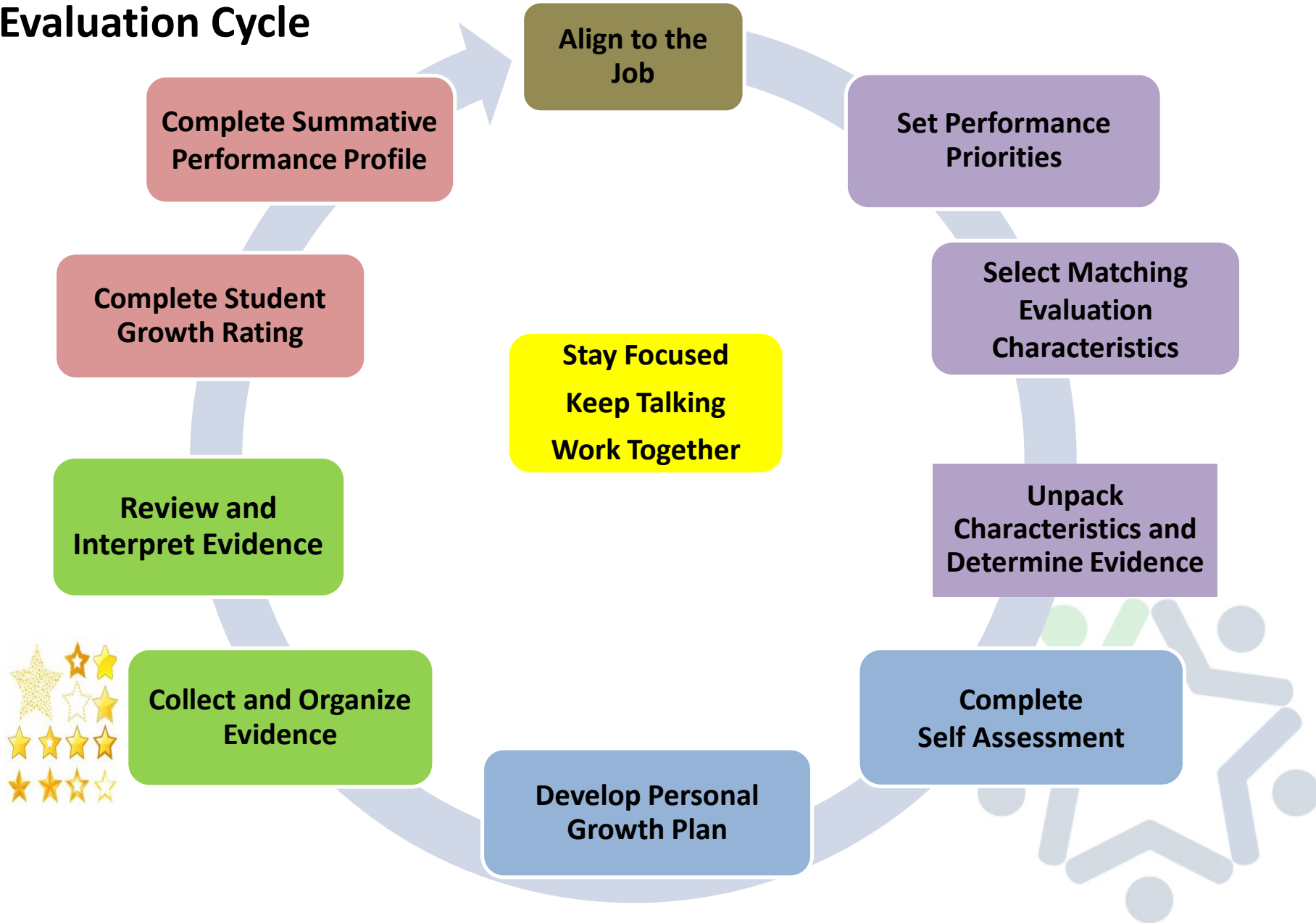
1. Look over the self-assessment you just did on the characteristics that will be used for the first evaluation cycle.
2. Find your growth edges for each of the characteristics you self-assessed (these are the indicators you could not highlight).
3. Decide which characteristic to focus on for your first growth plan.
4. Look over the indicators you could not highlight for that characteristic.
5. Develop your growth plan draft to grow either vertically or horizontally on that characteristic (See Susan Leader's example).
6. Be sure your growth plan activities are relevant and timely for this evaluation cycle (See Susan Leader's example).



Collecting, Annotating, and Reviewing the Evidence

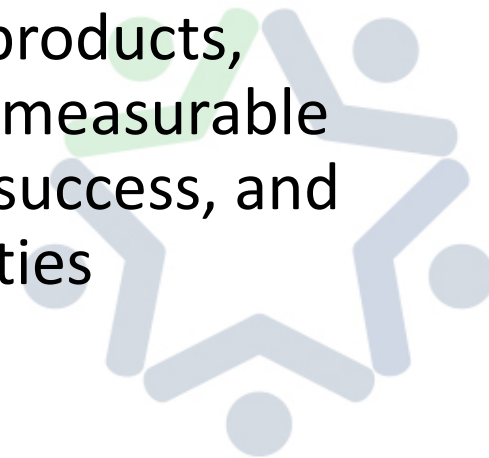


School ADvance Evaluation Cycle

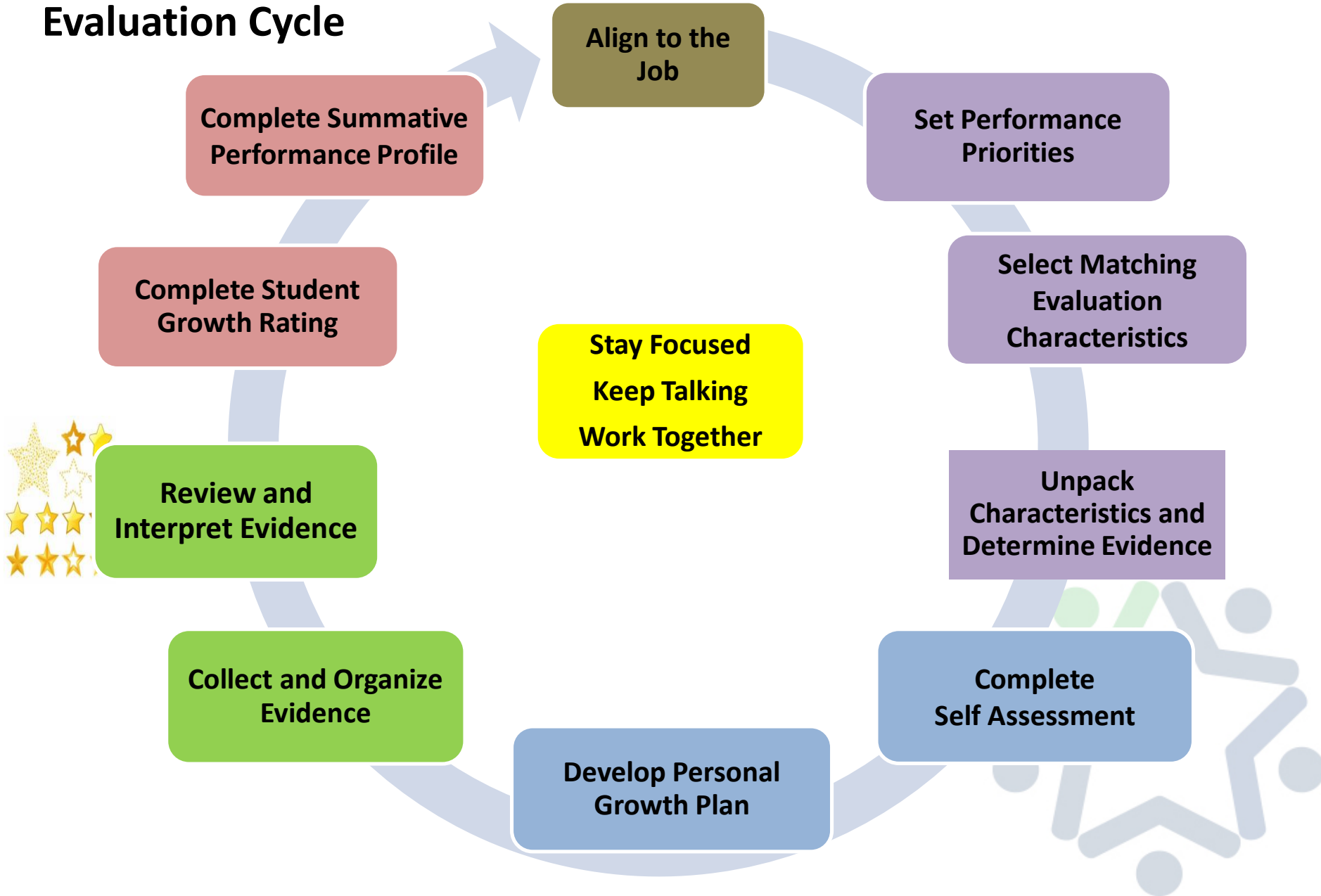


Reminders on Performance Evidence

- Compiled, maintained, and updated throughout the year and from year to year
- Captured by both the evaluator and evaluatee
- Based on evaluation characteristics that align with established goals and priority initiatives (strategies)
- Includes observation notes, artifacts, work products, feedback, self-assessments, data that show measurable changes in conditions that support student success, and captured photos/video of actions and activities



School ADvance Evaluation Cycle



The Starting Place for Reliable Interpretation of the Evidence

1. Link the evidence to performance characteristics
2. Explain and dialogue about what the evidence shows
3. Consider each piece of evidence in light of other evidence (triangulation)
4. Maintain ongoing dialogue and interaction that connects the dots into a “whole story”
5. Rate characteristics based on preponderance of evidence



Working with Domain 1: Results

Student Growth
or

Quality Key Performance Indicators



School ADvance Evaluation Cycle

**Complete Summative
Performance Profile**

**Align to the
Job**

**Set Performance
Priorities**

**Select Matching
Evaluation
Characteristics**

**Unpack
Characteristics and
Determine Evidence**

**Complete
Self Assessment**

**Develop Personal
Growth Plan**

**Collect and Organize
Evidence**

**Review and
Interpret Evidence**

**Complete Student
Growth Rating**

Exceeds

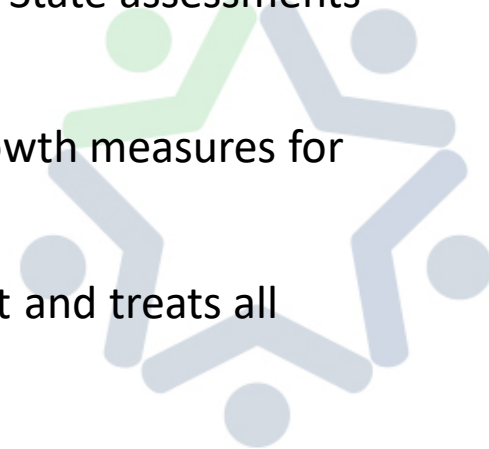
Meets

Falls
Short

**Stay Focused
Keep Talking
Work Together**

Student Growth Ratings under Michigan Law

1. For 2015-16 through 2018-19, student growth is 25% of the overall performance rating.
2. In 2019-20, the growth rating moves to 40%. 50% of the 40% must be based on State assessments where applicable. Pandemic Executive Order – No evaluations except Probationary Teachers/Those on Corrective Action Plans. Starts 2020-2021.
3. For teachers in state tested core areas, growth ratings will be based on a combination of ratings from State assessments and district measures which may include other research based academic and non-academic measures (see slide 74).
4. For teachers in core or non-core areas with no required state test, growth ratings will be based on district measures which may include optional State assessments where available.
5. For administrators, growth will be based on aggregation of growth measures for teachers within the administrator's scope of responsibility.
6. Districts must develop a local growth model that is transparent and treats all similarly situated teachers and administrators equitably.



Principal and Building Leader Framework 2.0

Domain 1 – Results

- A. Growth targets on mandatory academic measures
- B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics
- C. Growth targets on valid, research supported behavioral measures associated with academic achievement
- D. Growth targets on valid, research supported psycho-social measures associated with academic achievement

Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student's performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.

Domain 2 – Leadership

- A. Vision for Learning and Achievement
 - 1. Mission and Vision
 - 2. Goals and Expectations
- B. Culture
 - 1. Values, Beliefs, Principles, and Diversity
 - 2. Language, Traditions, Celebrations, and Stories
- C. Leadership Behavior
 - 1. Informed and Current
 - 2. Strategic and Systemic
 - 3. Fair, Legal, Honest, and Ethical
 - 4. Adaptive and Resilient

Domain 3 – Systems

- A. High Quality and Reliability Instructional Program
 - 1. Guaranteed and Viable Curriculum
 - 2. Evidence Based and Differentiated Instruction
 - 3. Standards Based Assessment and Feedback
- B. Safe, Effective, Efficient Programs and Services
 - 1. Laws, Policies, and Regulations
 - 2. Processes and Procedures
 - 3. Resource Allocation and Management

Domain 4 – Processes

- A. Community Building
 - 1. Relationships
 - 2. Inclusion
 - 3. Communications
- B. Evidence Based Improvement
 - 1. Collaborative Inquiry
 - 2. Systematic use of Multiple Data Sources
 - 3. Data Systems

Domain 5 – Capacity

- A. Human Development
 - 1. Professional Learning
 - 2. Leadership Development
 - 3. Performance Evaluation
 - 4. Productivity
- B. Technology Integration and Competence
 - 1. Personal Use of Technology
 - 2. Learning and Teaching with Technology
 - 3. Leadership for Technology

Domain 1 – Results

- A. Growth targets on mandatory academic measures
- B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics
- C. Growth targets on valid, research supported behavioral measures associated with academic achievement
- D. Growth targets on valid, research supported psycho-social measures associated with academic achievement

Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student's performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.



Domain 1 – Results			
A. Growth targets on mandatory state academic measures (both annual and interim assessments)*			
Ineffective	Minimally Effective	Effective	Highly Effective
1A	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
B. Growth targets on other valid local academic measures including normed or criterion-referenced assessments and/or assessment rubrics, based on Student Learning Objectives (SLOs) or other locally employed analytics*			
Ineffective	Minimally Effective	Effective	Highly Effective
1B	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
C. Growth targets on valid, research supported behavioral measures associated with academic achievement*			
Ineffective	Minimally Effective	Effective	Highly Effective
1C	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
D. Growth targets on valid, research supported psycho, social, and/or emotional measures associated with academic achievement*			
Ineffective	Minimally Effective	Effective	Highly Effective
1D	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets

*Growth targets should be expressed as a range rather than a single point target. If more than one growth target is set for any of Factors A-D, score each growth target separately and determine the algorithm for aggregating ratings on all targets for each Factor into one rating for that Factor. Also develop an algorithm for aggregating ratings on all Factors (A-D) into one overall Domain 1 rating base on statutory proportions of weight. See page 2 for further explanation. Also, see pages 2-3 for information on adapting Domain 1 for ISD/ESA use.

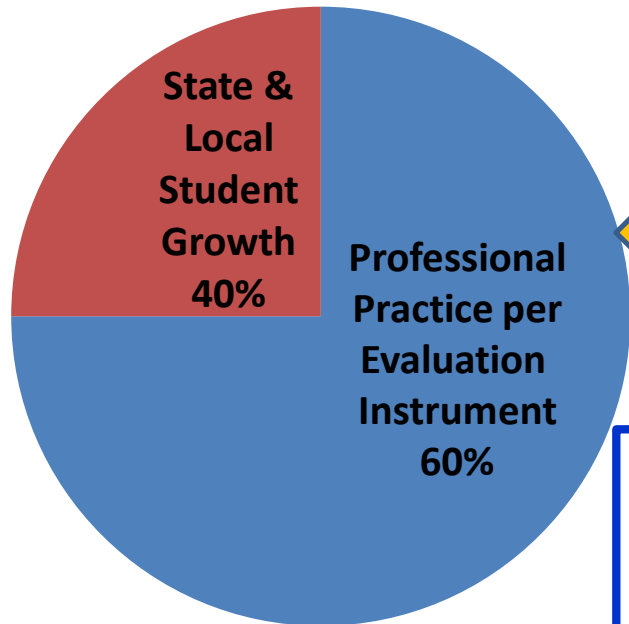
Domain 1 – Non-Student Based Results			
Growth Targets on One or More Non-Student Based Quality or Key Performance Indicators~			
Ineffective	Minimally Effective	Effective	Highly Effective
Quality/Key Performance Indicator 1: (fill in indicator)			
1A Progress not achieved	Growth was measurable, but fell short of the target range set for this KPI for this evaluation cycle	Growth met the target range set for this KPI for this evaluation cycle	Growth exceeded that target range set for this KPI for this evaluation cycle
Quality/Key Performance Indicator 2: (fill in indicator)			
1B Progress not achieved	Growth was measurable, but fell short of the target range set for this KPI for this evaluation cycle	Growth met the target range set for this KPI for this evaluation cycle	Growth exceeded that target range set for this KPI for this evaluation cycle
Quality/Key Performance Indicator 3: (fill in indicator)			
1C Progress not achieved	Growth was measurable, but fell short of the target range set for this KPI for this evaluation cycle	Growth met the target range set for this KPI for this evaluation cycle	Growth exceeded that target range set for this KPI for this evaluation cycle
Overall Quality or Key Performance Indicator Rating:			

The following version of Domain 1 for School ADvance provides a framework for administrators of non-instructional programs to incorporate targeted growth on specific quality or key performance indicators (KPIs) that are relevant to the position the administrator holds and the district or school functions that administrator supervises or oversees.



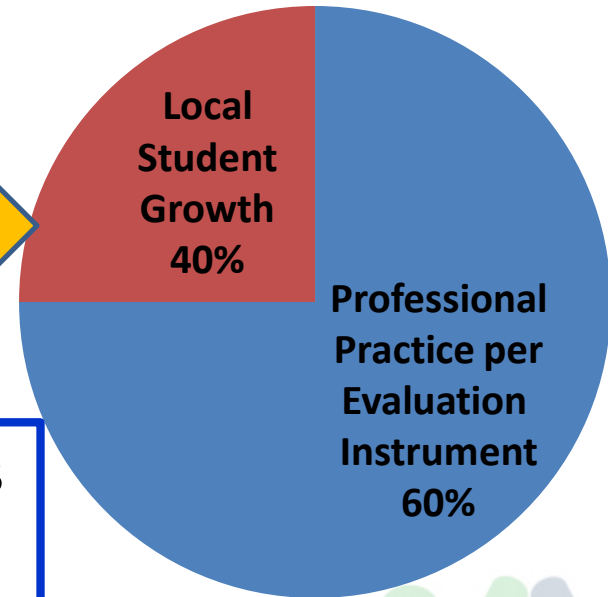
Components of Ratings

Core Curriculum Teachers



Growth Ratings:
25% through 2018-19;
40% 2019-20 and after

Non-Core Curriculum Teachers



Administrators

Must include*:

1. Student Attendance
2. Teacher Evaluation
(if the administrator evaluates teachers)
3. Progress on school improvement plan
4. Staff, student, parent feedback

*See next 2 slides for School ADvance guidelines to meet these requirements

School ADvance Recommends:

1. **Student Attendance:** Build Student attendance into SIP Plan and set targets under Domain 1, Factor C (behavioral measures) to, either maintain or improve, attendance trends and patterns (including all forms of missed class time)
2. **Teacher Evaluations:** Address the Administrator's responsibility for Teacher Evaluations under:
 - Domain 5: Capacity
 - Factor A: Human Development
 - Characteristic 3: Performance Evaluation



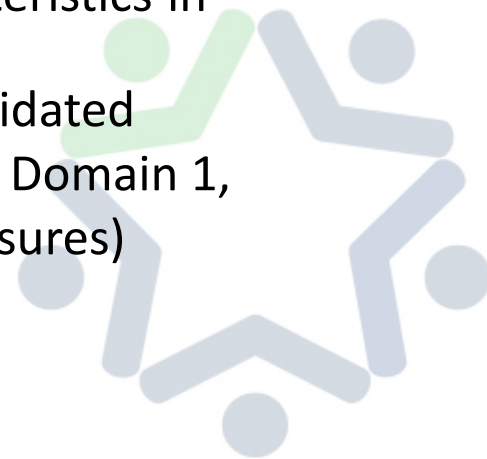
School ADvance Recommends:

3. **Progress on School Improvement Plan – Progress on student success indicators:** Use standards and targets set for Domain 1, Factors A, B, C, and or D as improvement targets in school and district level improvement plans (i.e. SIP/DIP Plans); plus,

Progress on School Improvement Plan – Progress on measures that monitor fidelity implementation of SIP/DIP Strategies: Use SIP Plan implementation measures as one source of evidence for one or more Factors and Characteristics in Domains 2-5

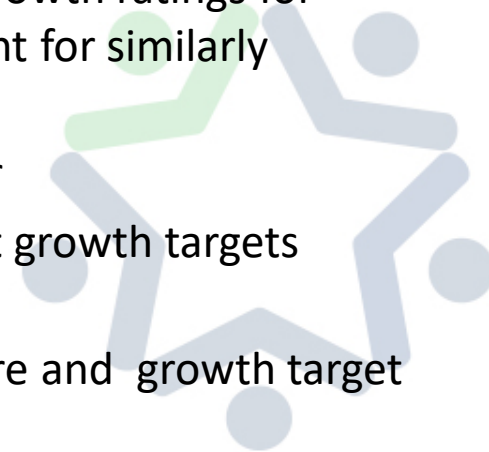
4. **Staff, Student, and Parent Community Feedback:** Use feedback as one source of evidence for one or more Factors and Characteristics in Domains 2-5

Exception: If you have student feedback data from a validated non-academic instrument, you can use it for Domain 1, Factor D (psycho, social, and emotional measures)



To Use School ADvance to Create Student Growth Ratings:

1. You must use Factors A and B. Academic measures should never constitute less than the State required proportion of the overall student growth rating
2. Attendance is required for Factor C. The State may require other behavioral measures for SIP and DIP. Additional behavioral measures are optional and recommended as appropriate for your student population
3. Factor D is optional, but recommended as indicated by new ESSA requirements and as appropriate for your student population. The State may also require specific measures for SIP and DIP
4. For each Factor, the district needs to:
 - a. Decide what success indicators will be used to develop growth ratings for teachers by level and subject or course area (Be consistent for similarly assigned teachers and administrators)
 - b. Determine what measures will be used for each indicator
 - c. Establish performance standards for all measures and set growth targets based on local data
5. Select an appropriate data analysis approach for each measure and growth target



2019-20 Mandatory State Measures

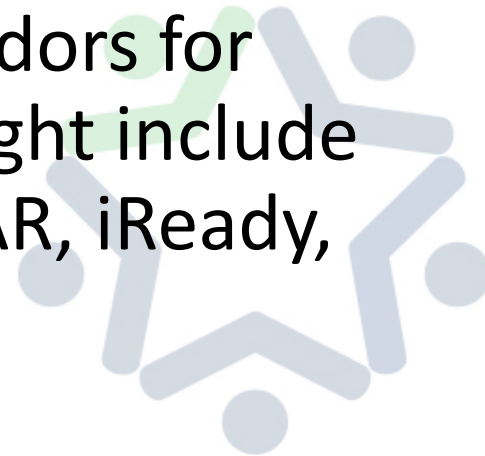
- Annual Assessments:

- M-Step
- PSAT/SAT

Use Annual plus
Interim for half of the
40%; i.e. 20% of final eval rating

- Interim (Benchmark) Assessments:

- MDE is currently evaluating vendors for inclusion on list of options. (Might include such assessments as NWEA, STAR, iReady, etc. – TBD)



Local Academic Measures Can Include:

- Locally developed and/or acquired “valid” standardized or criterion referenced assessments including developmental and performance rubrics
- Same measures must be used for similarly situated teachers and administrators
- Use to achieve “multiple measures”
- Use to provide teachers with data to inform instruction and support SLOs



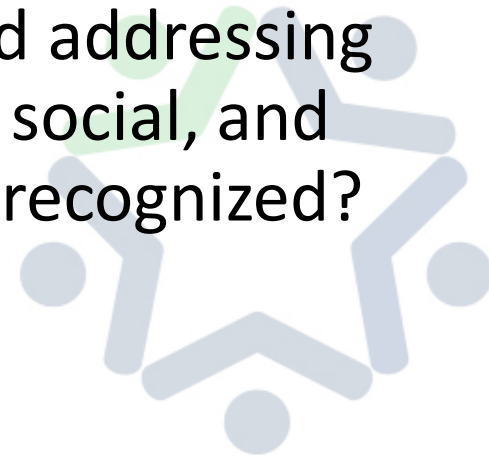
Local Non-Academic Measures Can Include

- One or more valid measures of research supported behavioral indicators; e.g. attendance, discipline, participation, engagement, etc.
- One or more valid measures of research supported psycho, social, or emotional indicators: e.g. motivation, efficacy (as learners); safety/security; GRIT, and other student factors that research and your local data suggest may have an influence on academic success



Reasons to Create a Balanced Picture of Student Growth

1. New ESSA guidelines require states to show how they are addressing non-academic student success indicators in SIP, DIP, and accountability systems.
2. Monitoring the non-academic indicators (“smoking guns”) that can either impede or contribute to academic success.
3. Staff and administrators put great effort into optimizing the learning environment and addressing students’ academic, behavioral, psycho, social, and emotional needs. Should that effort be recognized?



Conversation starters about Local **Academic Measures**

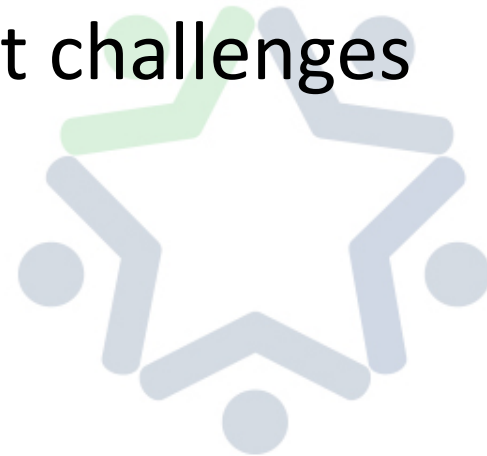
1. What kinds of measures are we using (e.g. criterion referenced, norm referenced, etc.)?
2. How are we analyzing the data and setting growth targets for our local assessments?

Reminder: Must use same measures and same analysis for “similarly situated teachers and administrators”

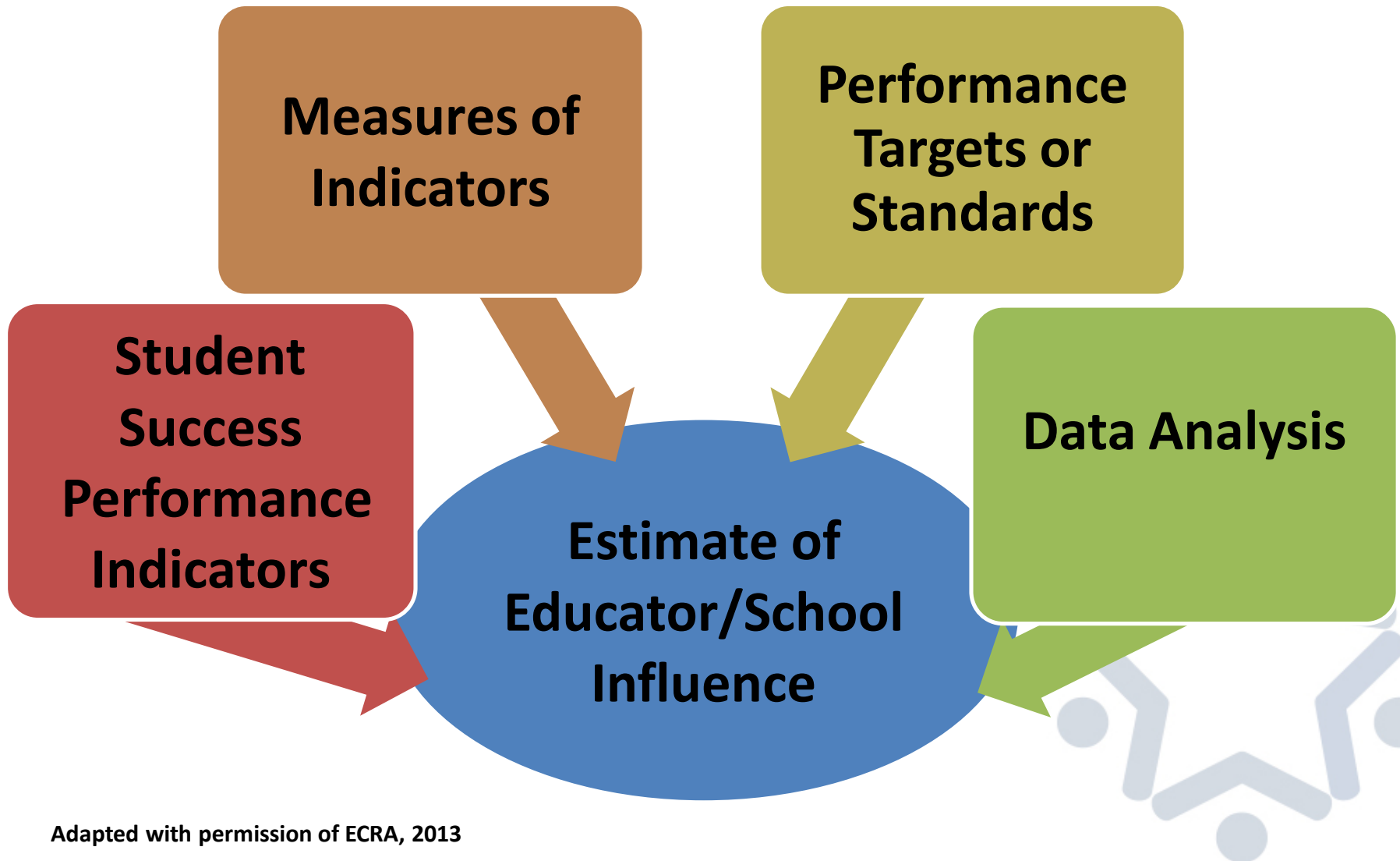


Conversation starters about Local **Non-Academic Measures**

1. How are we, or might we, use non academic indicators and measures?
2. What benefit do we see in expanding our growth measures to include non-academic indicators that address the “whole child”? What challenges do we anticipate?



The Four Elements of a Growth Model



A Growth Model starts with a Student Success Model

A student success model identifies the indicators and measures your district uses to set goals and monitor progress



A student success model:

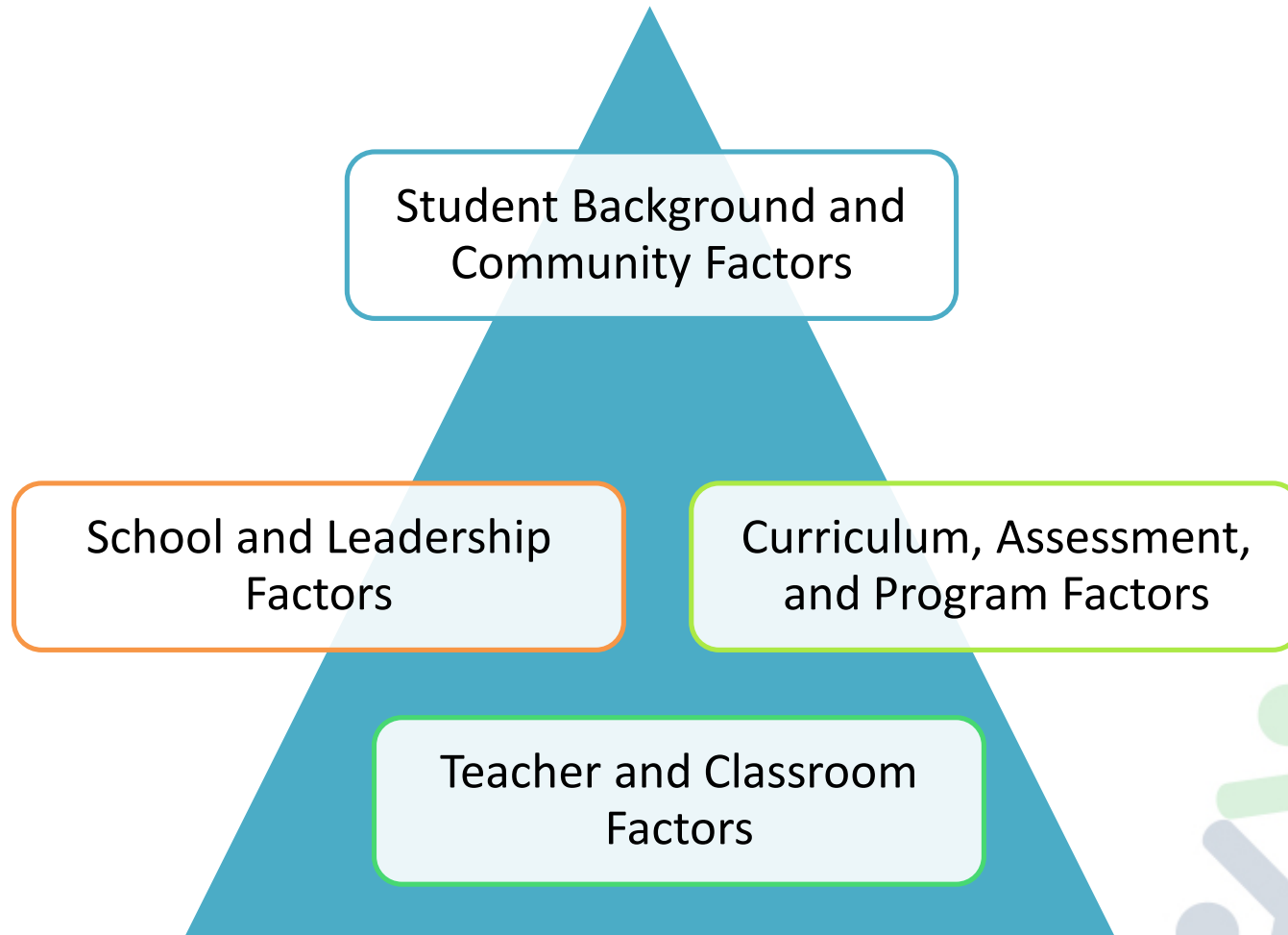
1. Translates district mission, vision, and core values into expected outcomes for students
2. Identifies key student performance indicators
3. Determines measures to track student performance
4. Provides students timely and meaningful feedback
5. Creates measures for performance monitoring
6. Provides data to identify and prioritize improvement targets



Remember: Student Success can be measured with more than test scores



Influences on Student Learning

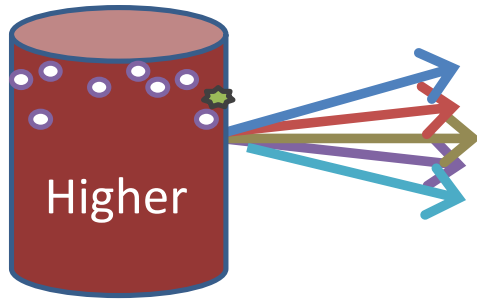


The Right Work Can Override Background Factors

Adapted with permission of ECRA, 2013

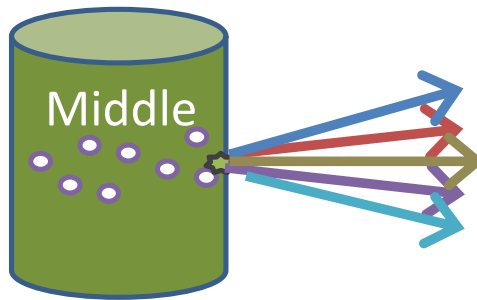


Given each students' achievement status, Growth is:

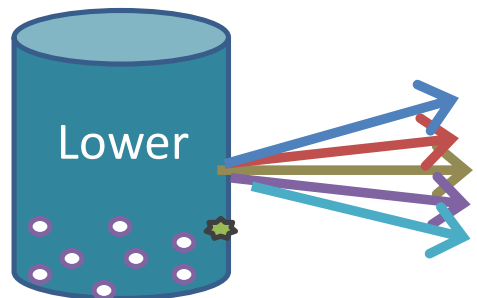


KEEPING THEM MOVING UP AND EXPANDING:

Goal is to either maintain or accelerate growth rates if at, or above, target achievement levels to stay ahead of a success track (e.g. hitting 3rd, 7th/8th, and 11th Grade targets) and to branch out.

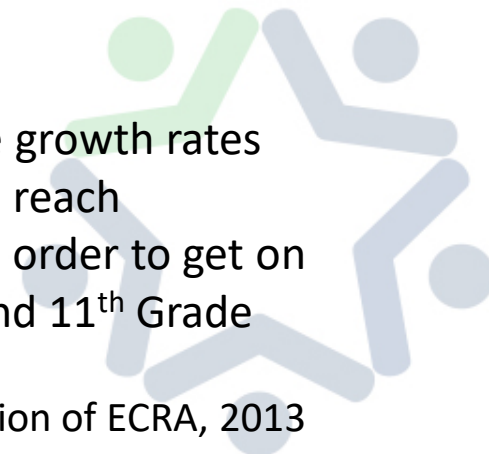


MAKING SURE THEY KEEP UP: Goal is to maintain or accelerate the growth rates if at, or above, target achievement levels to stay on a success track (e.g. hitting 3rd, 7th/8th, and 11th Grade targets).



MOVING THEM UP: Goal is to accelerate growth rates until these students are also on target to reach achievement targets by certain grades in order to get on a success track (e.g. hitting 3rd, 7th/8th, and 11th Grade targets).

Adapted with permission of ECRA, 2013



Summary of a sound growth model

1. Must account for the growth of all students (low, middle, and high performers)
2. Must use consistent measures
3. Works best with three or more years of data
4. Should be able to track changes in both success status and growth rates



School ADvance Evaluation Cycle



**Complete Summative
Performance Profile**

**Align to the
Job**

**Set Performance
Priorities**

**Select Matching
Evaluation
Characteristics**

**Unpack
Characteristics and
Determine Evidence**

**Complete
Self Assessment**

**Develop Personal
Growth Plan**

**Collect and Organize
Evidence**

**Review and
Interpret Evidence**

**Complete Student
Growth Rating**

**Stay Focused
Keep Talking
Work Together**

The Summative Evaluation

- Prepare by reviewing all evidence
- Both the administrator and the supervisor complete draft summative ratings
- Meet to review the evidence and draft ratings
- Confirm the final ratings
- Compute the overall rating



Principal and Building Leader Final Evaluation Profile

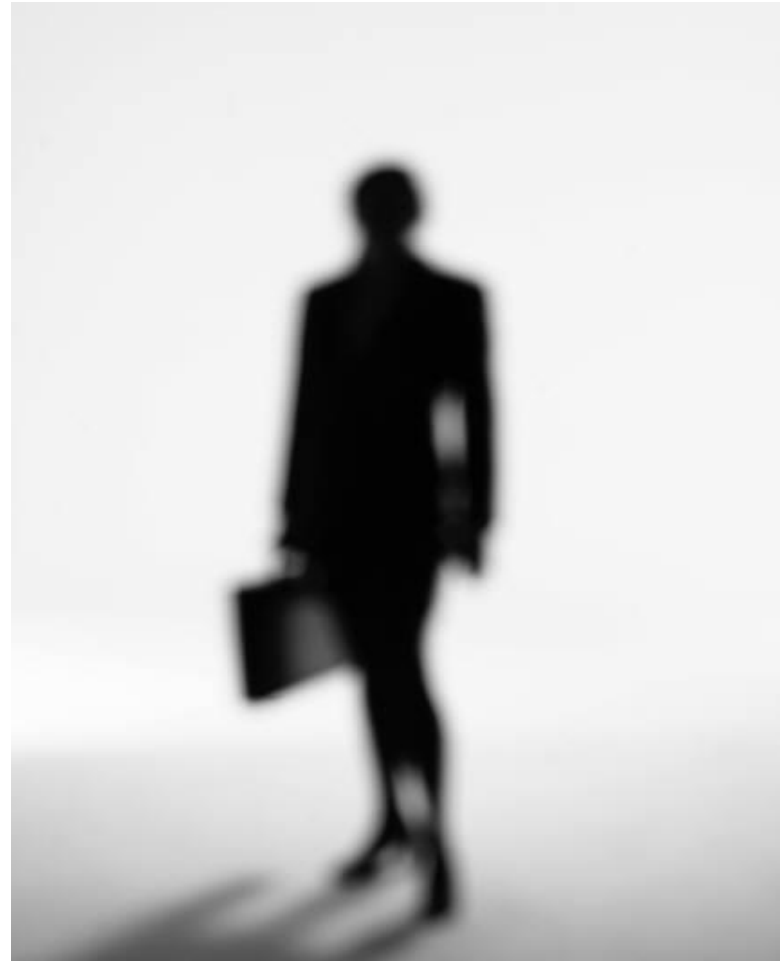
Domain 2 – 5 Characteristics

<u>2.A.1</u>	Mission and Vision	___ IE ___ ME ___ E ___ HE*
<u>2.A.2</u>	Goals and Expectations	___ IE ___ ME ___ E ___ HE
<u>2.B.1</u>	Values, Beliefs, Principles, and Diversity	___ IE ___ ME ___ E ___ HE
<u>2.B.2</u>	Language, Traditions, Celebrations, and Stories	___ IE ___ ME ___ E ___ HE
<u>2.C.1</u>	Informed and Current	___ IE ___ ME ___ E ___ HE
<u>2.C.2</u>	Strategic and Systemic	___ IE ___ ME ___ E ___ HE
<u>2.C.3</u>	Fair, Leal, Honest, and Ethical	___ IE ___ ME ___ E ___ HE
<u>2.C.4</u>	Adaptive and Resilient	___ IE ___ ME ___ E ___ HE
<u>3.A.1</u>	Guaranteed and Viable Curriculum	___ IE ___ ME ___ E ___ HE*
<u>3.A.2</u>	Evidence Based and Differentiated Instruction	___ IE ___ ME ___ E ___ HE
<u>3.A.3</u>	Standards Based Assessment and Feedback	___ IE ___ ME ___ E ___ HE
<u>3.B.1</u>	Laws, Policies, and Regulations	___ IE ___ ME ___ E ___ HE
<u>3.B.2</u>	Processes and Procedures	___ IE ___ ME ___ E ___ HE
<u>3.B.3</u>	Resource Allocation and Management	___ IE ___ ME ___ E ___ HE
<u>4.A.1</u>	Relationships	___ IE ___ ME ___ E ___ HE*
<u>4.A.2</u>	Inclusion	___ IE ___ ME ___ E ___ HE
<u>4.A.3</u>	Communications	___ IE ___ ME ___ E ___ HE
<u>4.B.1</u>	Collaborative Inquiry Process	___ IE ___ ME ___ E ___ HE
<u>4.B.2</u>	Systematic Use of Multiple Data Sources	___ IE ___ ME ___ E ___ HE
<u>4.B.3</u>	Data Systems	___ IE ___ ME ___ E ___ HE

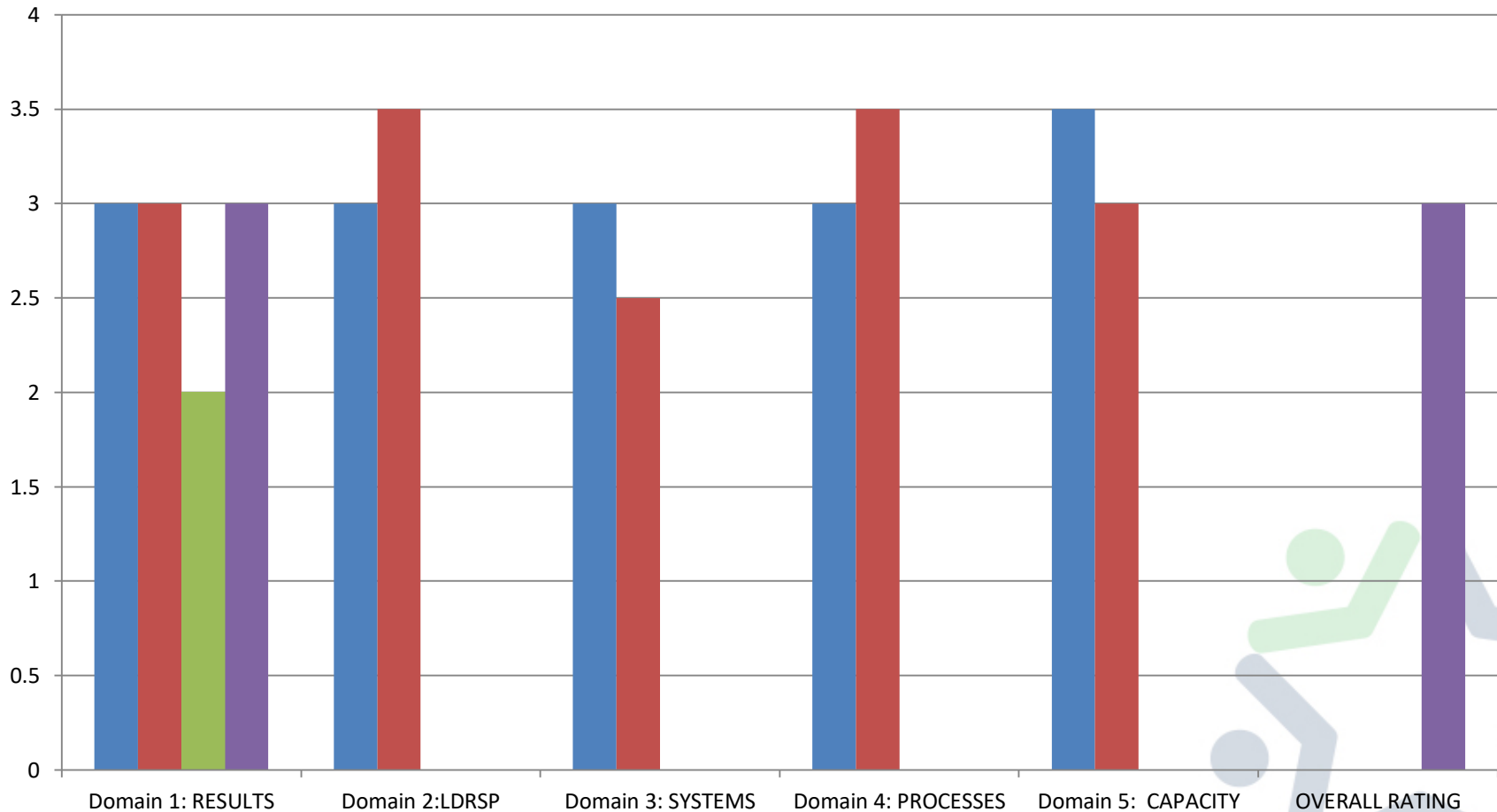


Creating Performance Profiles

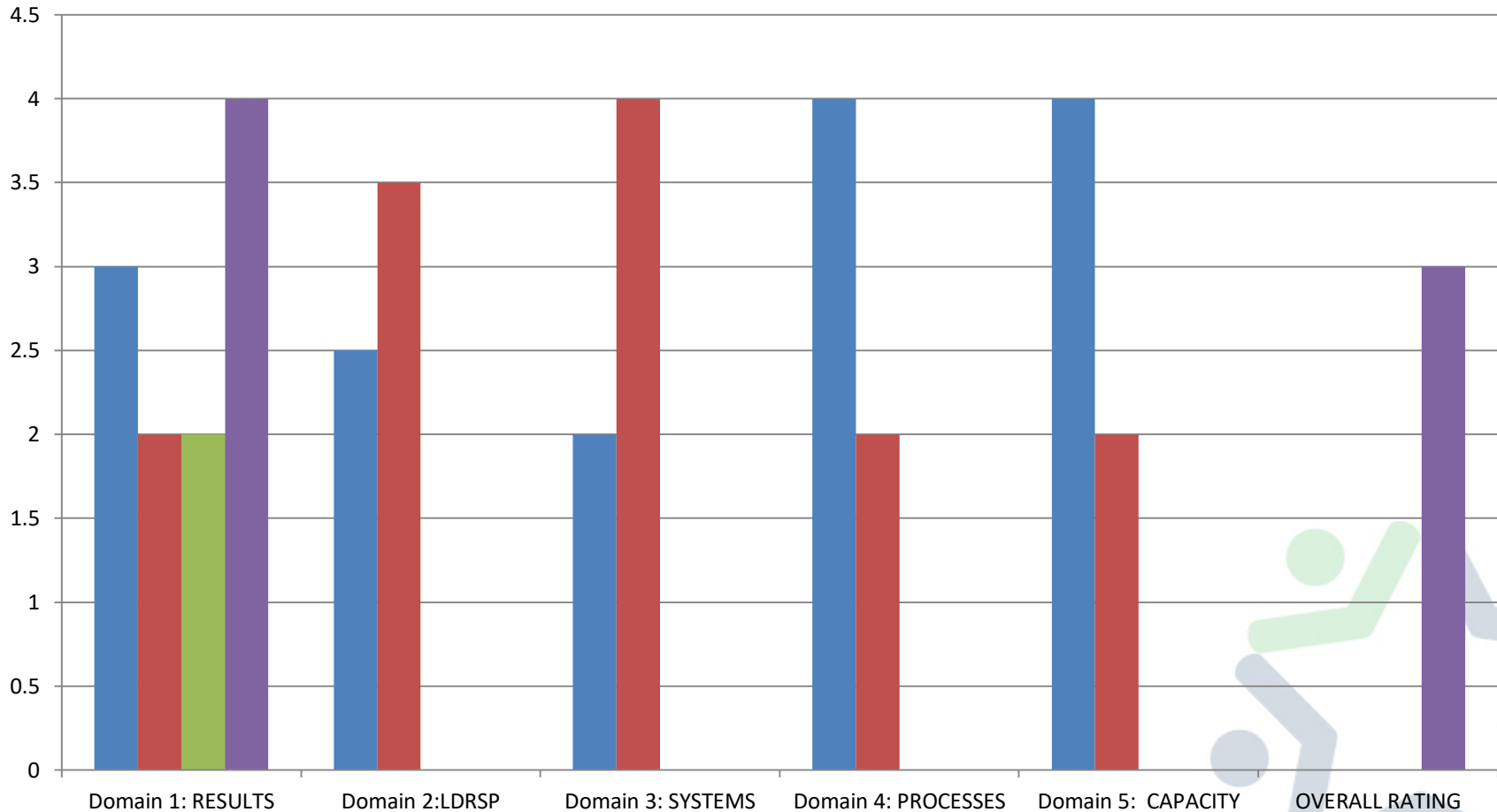
- ✓ Create a performance profile
- ✓ Use the profile to verify the overall performance rating
- ✓ Use to identify growth edges for the next evaluation cycle



Sample #1: Summative Profile



Sample #2: Summative Profile



The Implementation Plan

This is a good place to pause and work on your implementation plan.

1. Select a recorder for your team.
2. Using the Implementation Plan Template on the Basic Training Resources page:

<http://www.goschooladvance.org/resources>

3. Record your notes



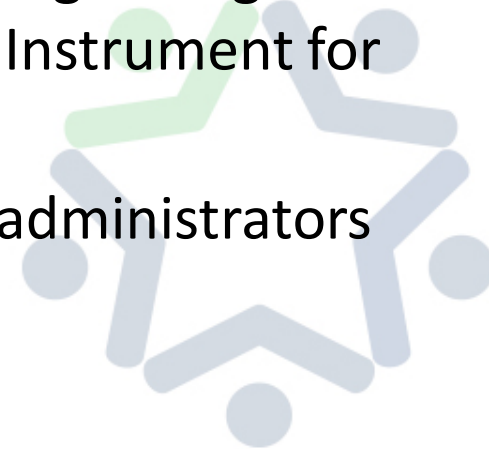
Implementation Plan Quick Checklist

- ☐ Finalize the Licensing Agreement and designate a management system (if applicable)
- ☐ Train all administrators
- ☐ Align the rubrics to the positions
- ☐ Select characteristics for three year roll-out
- ☐ Unpack the rubrics and develop “look-fors”
- ☐ Complete base-line self-assessments
- ☐ Develop initial growth plans
- ☐ Establish process for documenting evidence
- ☐ Develop evaluation cycle and timelines
- ☐ Work out your summative performance rating process
- ☐ Work out your “phase-in” plan (2-3 years)



The **School ADvance** Research and Standards Base

- Synthesis of major research on principal and district leadership
- Aligned with the 2015 Professional Standards for Educational Leaders (previously known as ISLLC) and state standards
- Findings from 2 Wallace Foundation and 2 U.S.DOE Grants
- Synthesis of research on effective evaluation processes
- Validation study of Data-Informed Decision-Making on High-Impact Strategies: Developing and Validating an Instrument for Principals
- Designed by Michigan researchers for Michigan administrators



The School ADvance System

➤ Tools

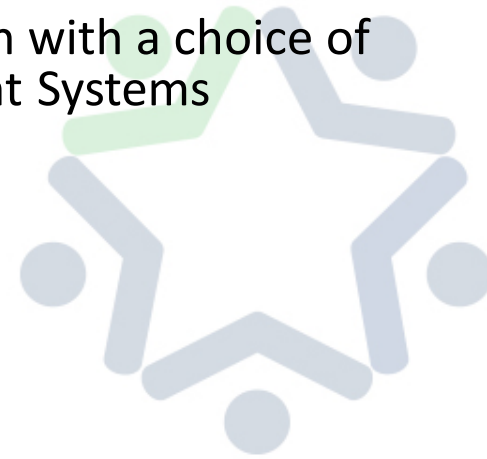
- Evaluation Frameworks
- Summative Rubrics
- Formative Rubrics
- Additional Resources

➤ Processes

- Performance Conferences
- Evaluation Cycle
- Self Assessment
- Growth Plans
- Evidence and Feedback
- Performance Profiles
- Summative Ratings

➤ Training and Support

- Regional Refreshers
- New Administrator Trainings
- School Board Trainings
- Facilitation of Supt Evaluations
- Training Resources Web Site
- Access to Authors
- Automatic no-cost updates and additions
- Participation in Michigan validation
- Coordination with a choice of Management Systems



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