



Personal, Practical, Professional, Powerful

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



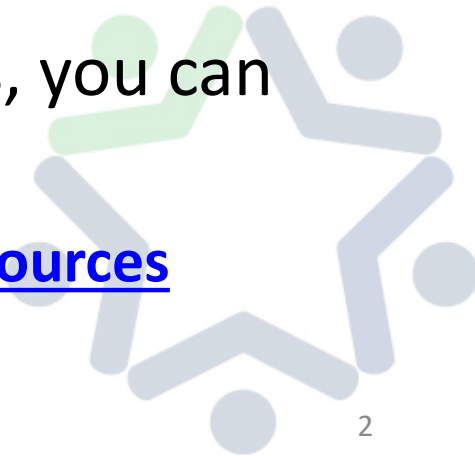
School Advance Resources Website

Welcome to the training for administrators who are new to using School ADvance.

School ADvance resources are copyrighted and accessible for districts that have been licensed and trained by a School ADvance trainer.

To access the School ADvance Resources, you can find them at:

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



The School ADvance Authors and Training Team

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The Work We Will Do

- ✓ **Learn the School ADvance evaluation approach, cycle, and guiding principles**
- ✓ **Select evaluation characteristics that best match your district's priority work**
- ✓ **Begin:**
 - **Learning the evaluation frameworks and rubrics**
 - **Unpacking 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**
 - **Completing your final evaluation profile**
- ✓ **Review State requirements throughout the presentation**



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

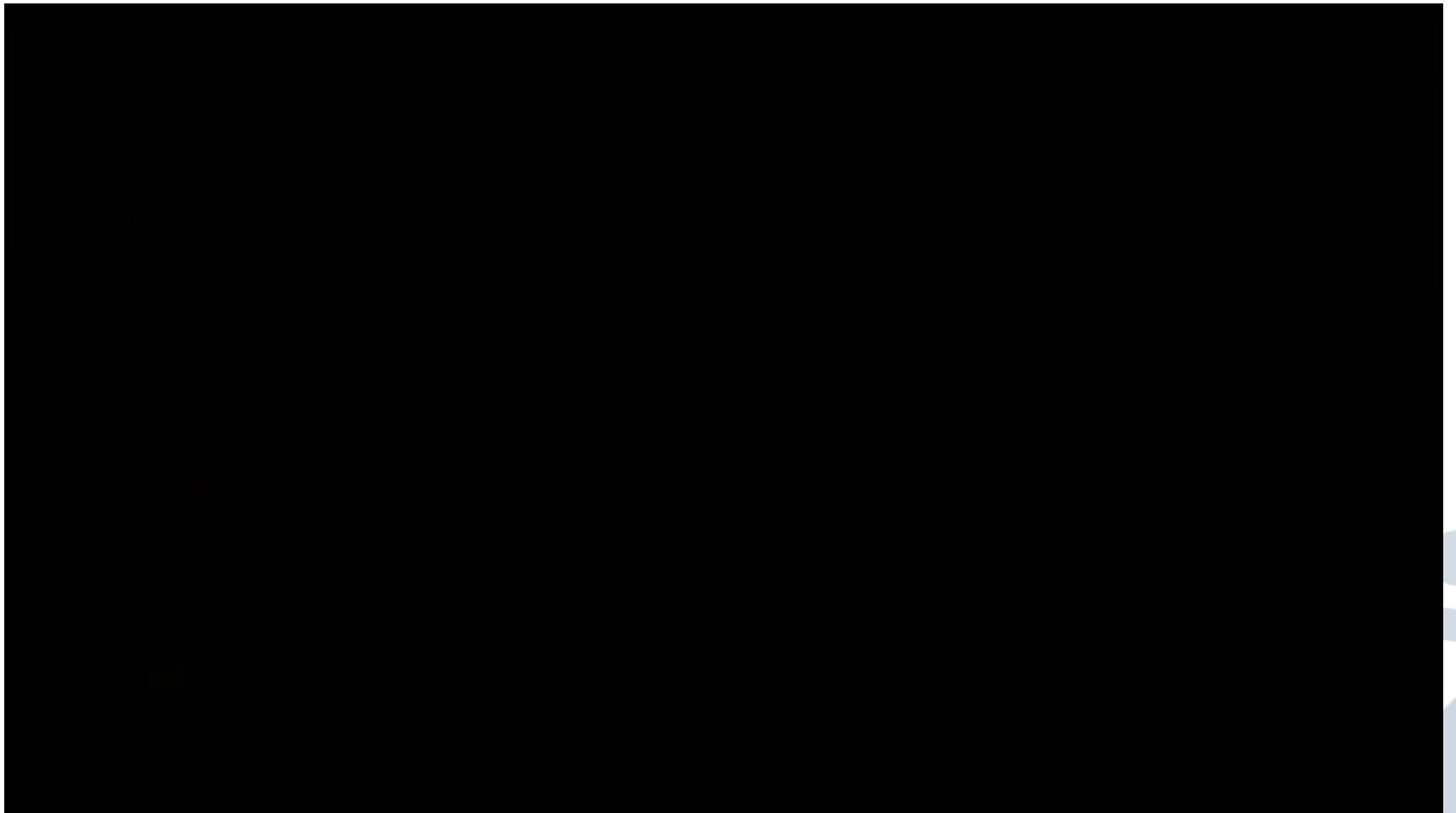


**Remember, it's not about the person;
it's about the...**



**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 did you hear that surprised you?
- What did you hear that aligns with your current evaluation processes?



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

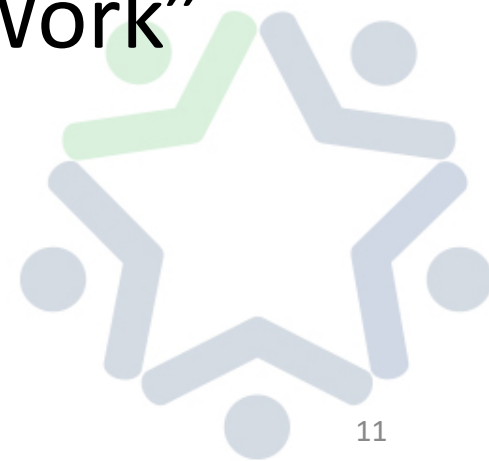
Persistence to achieve results



School ADvance is...

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

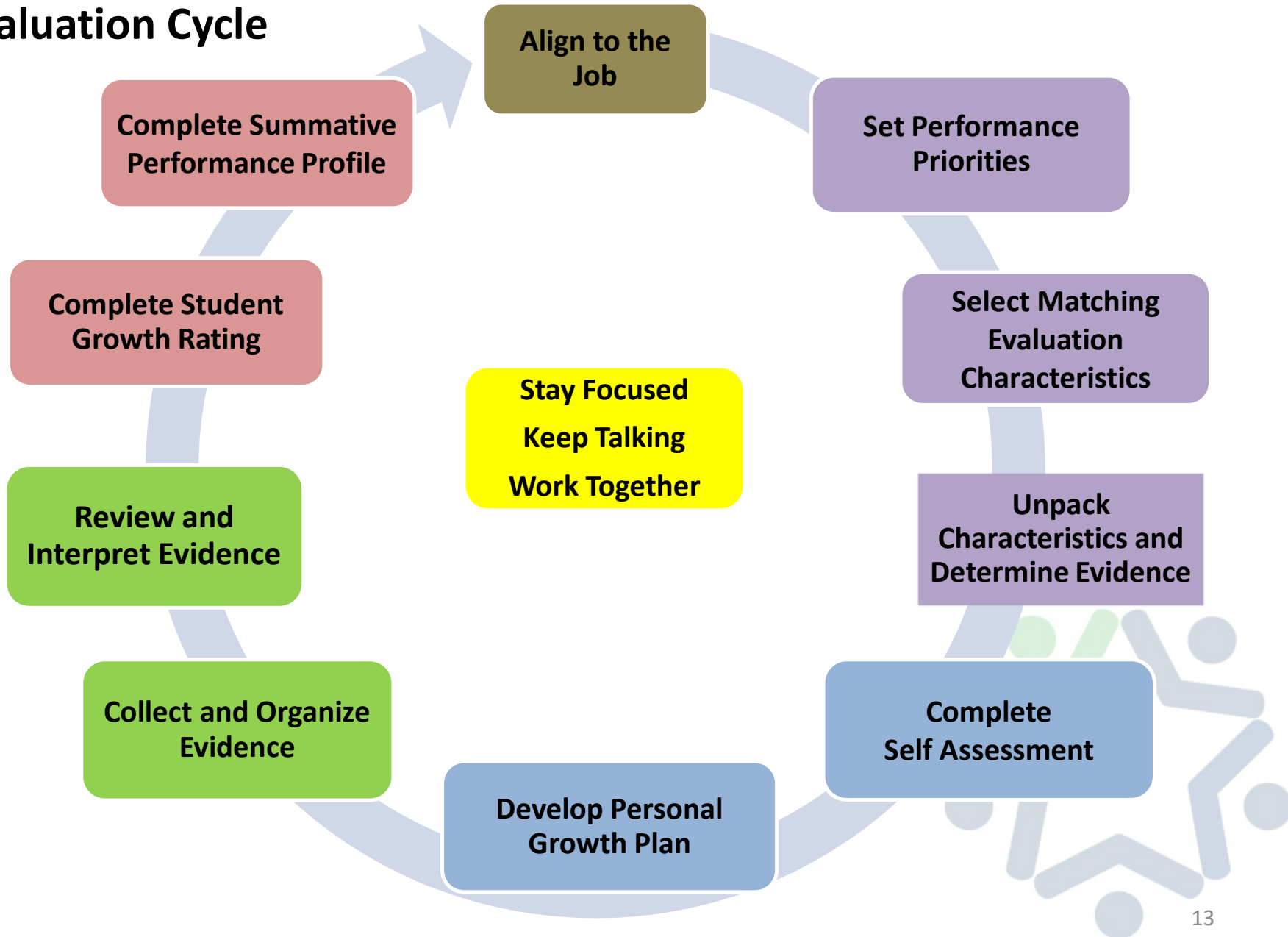
that support the “Right Work”
and reduce subjectivity



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

Domain 1 – Results

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Domain 2 – Leadership

- A. Vision for Learning and Achievement
 - 1. Mission and Vision
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- 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
 - 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

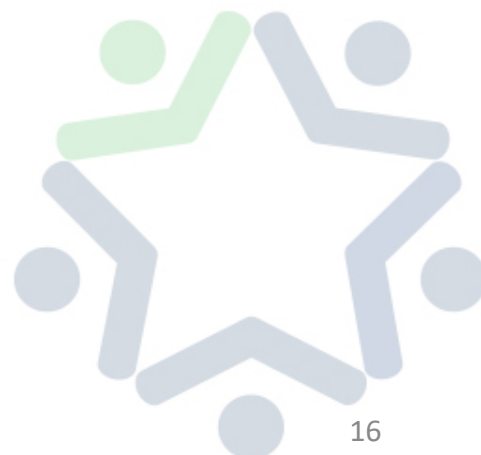
- A. Reliable, Aligned, and Consistent Operations
 - 1. Laws, Policies, and Regulations
 - 2. Processes and Procedures
 - 3. Resource Allocation and Management
 - 4. Personnel Policies and Practices
- B. Efficient and Effective Operations
 - 1. Personnel Evaluation
 - 2. Performance Development
 - 3.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

| Domain 3 – Systems | | | |
|---|--|--|--|
| Factor A: High Quality and Reliability Instructional Program | | | |
| Characteristic 1: Guaranteed and Viable Curriculum | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| 3A1 | Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction | And works with staff to communicate curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students | And cultivates shared leadership for interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by parents |
| Characteristic 2: Evidence based and Differentiated Instruction | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| 3A2 | Has a working knowledge of evidence based instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs | And works with staff to develop a repertoire of evidence based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs | And establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students |
| Characteristic 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 |

Principal and Building Leader Formative Rubric 2.0

| Domain 3 – Systems | | | |
|--|--|---|---|
| Factor A: High Quality and Reliability Instructional Program | | | |
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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 |

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

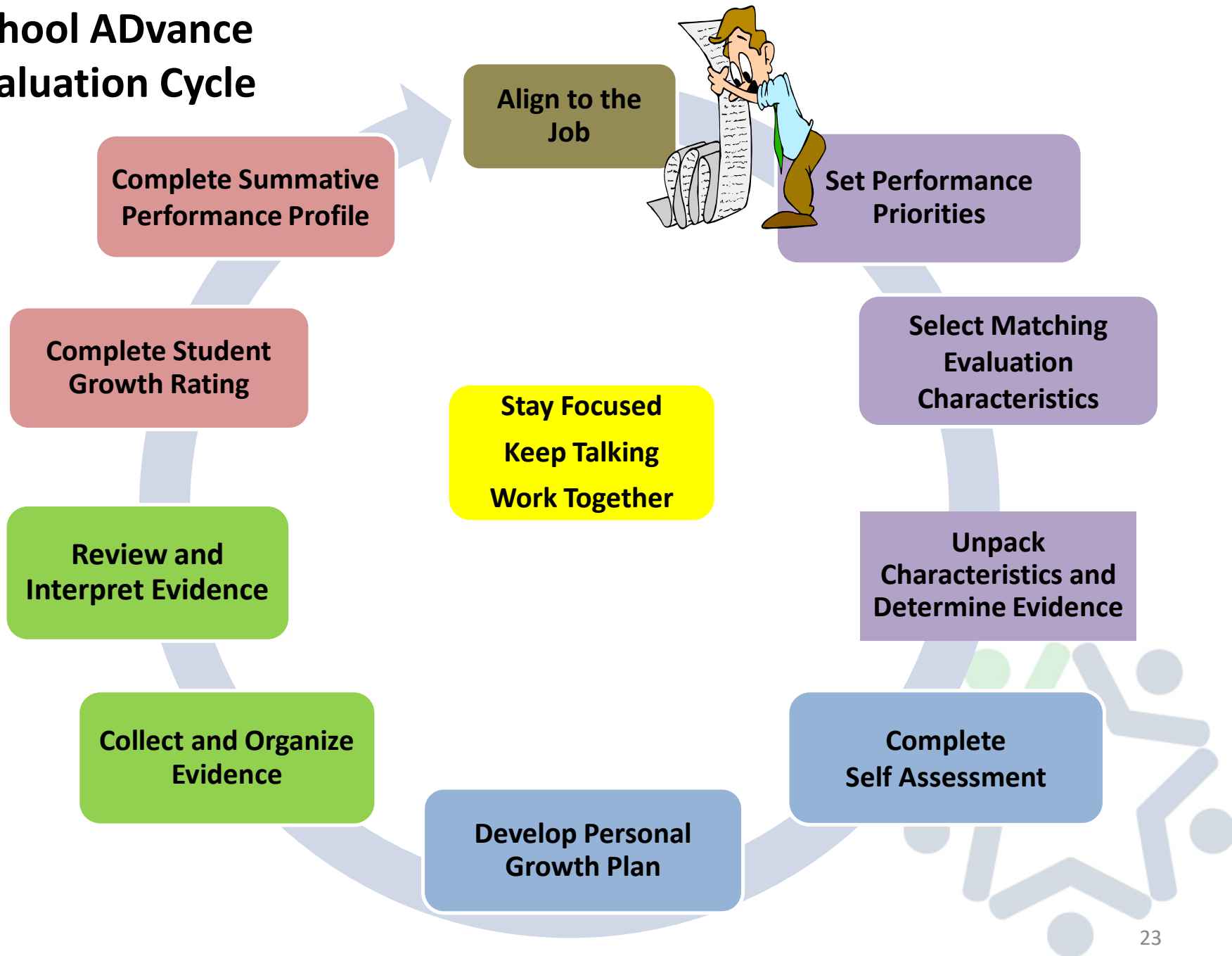


Next, we will use the School ADvance Evaluation Cycle

To get you started on your
School ADvance implementation



School ADvance Evaluation Cycle

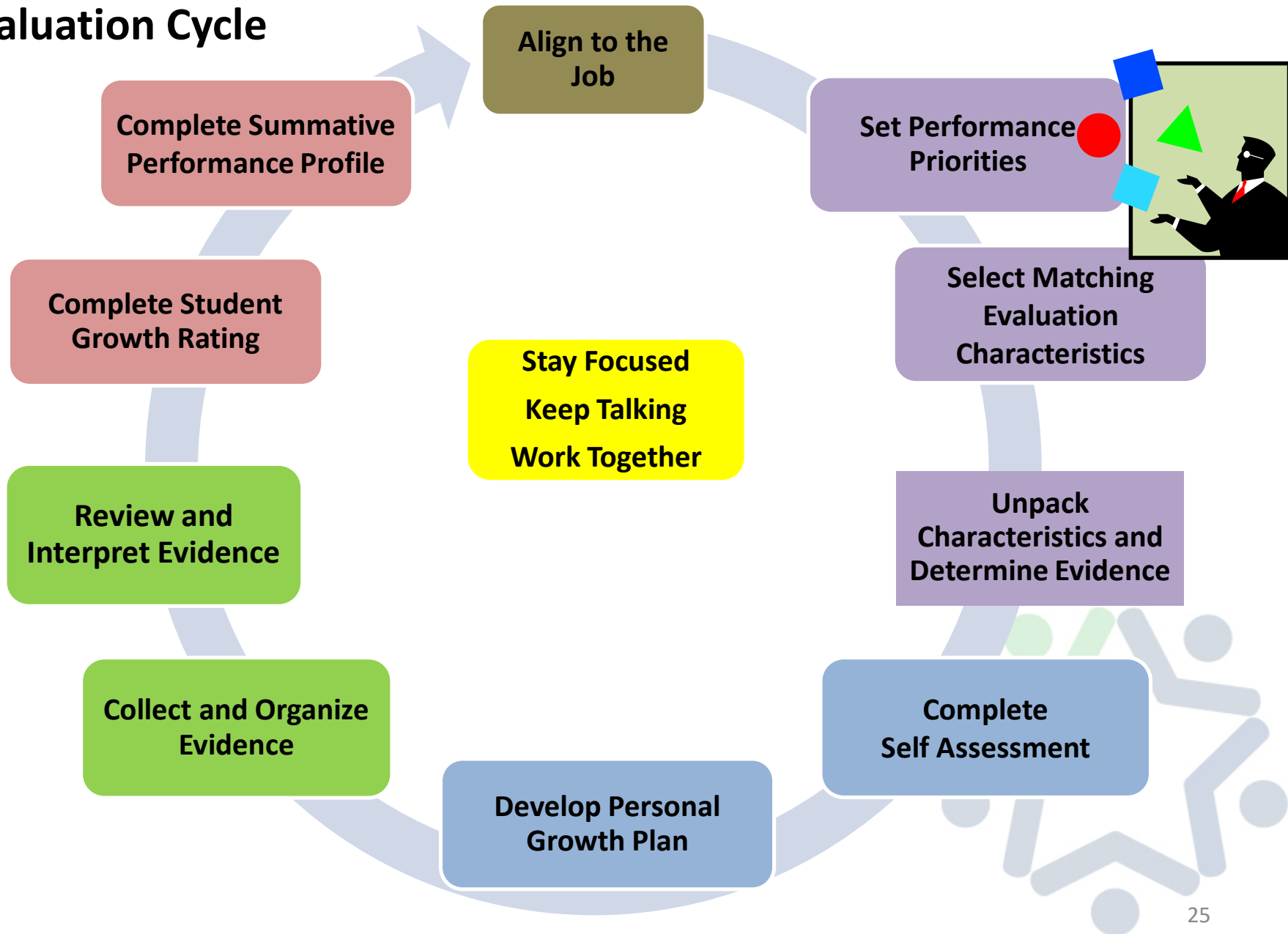


Start Job Alignment

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

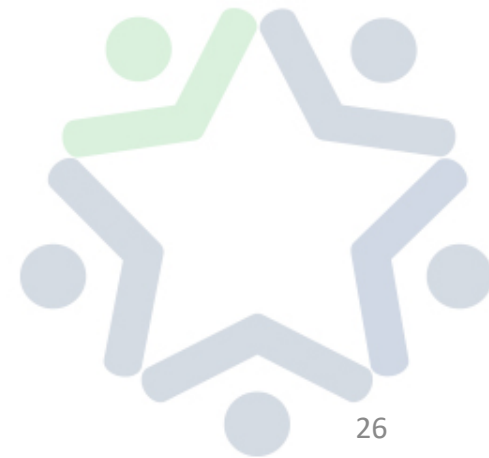


School ADvance Evaluation Cycle



What Does the Research Say?

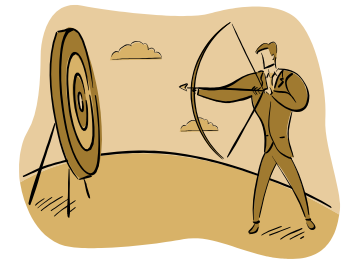
We perform better when we know the target



Align Performance Priorities with Initiatives to Improve Student Success



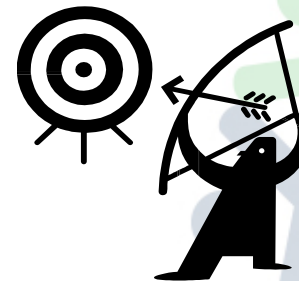
Teachers



Administrators



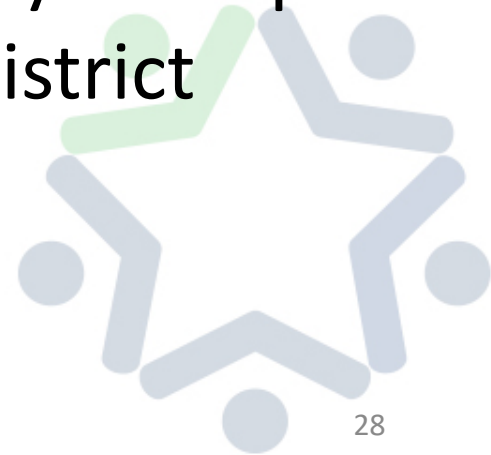
Superintendent



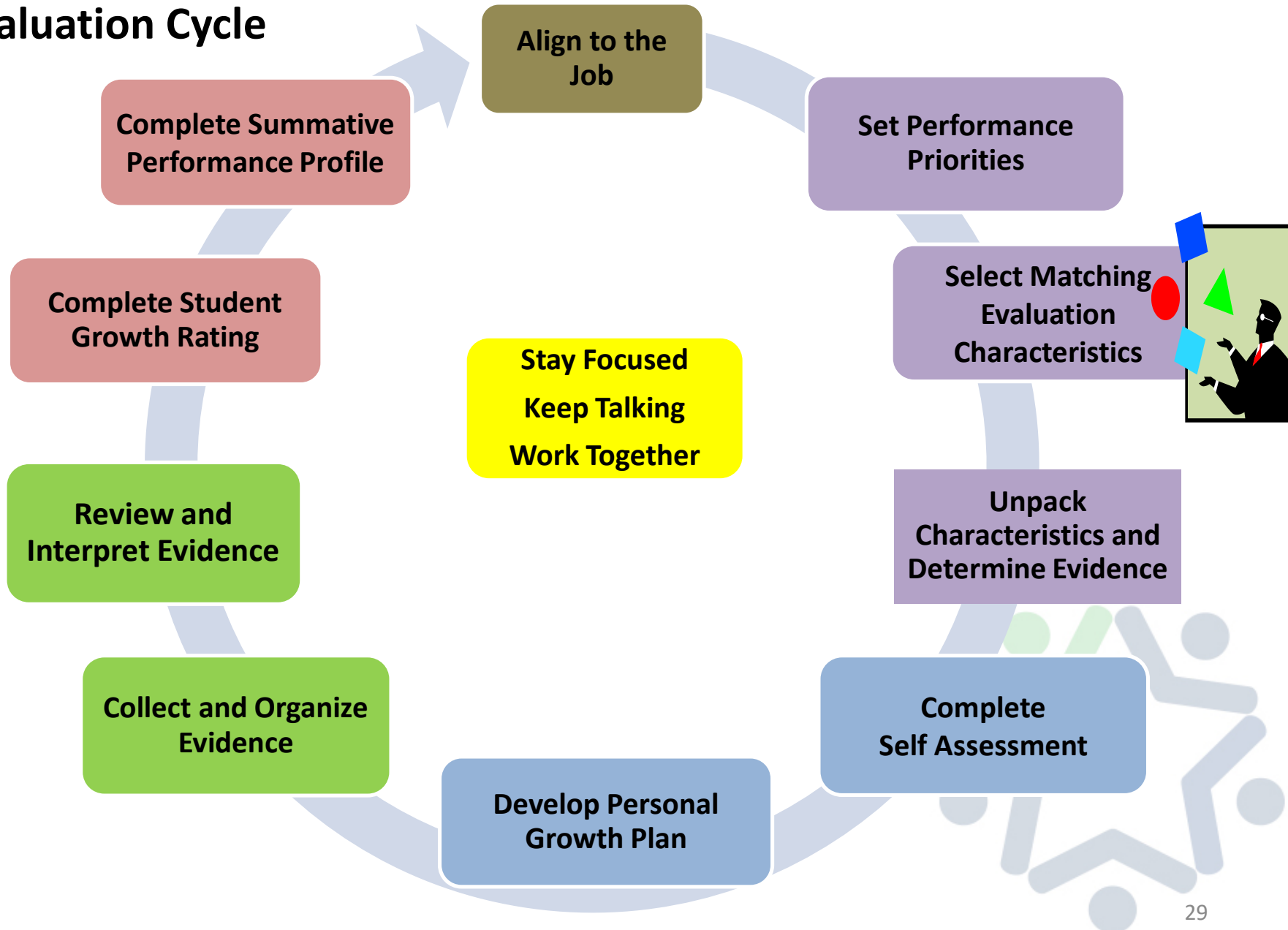
Board

To set performance priorities, identify the most important work

1. List all the major initiatives your school teams are working on.
2. Identify the 2-3 initiatives that are your top priorities for this year across the district



School ADvance Evaluation Cycle

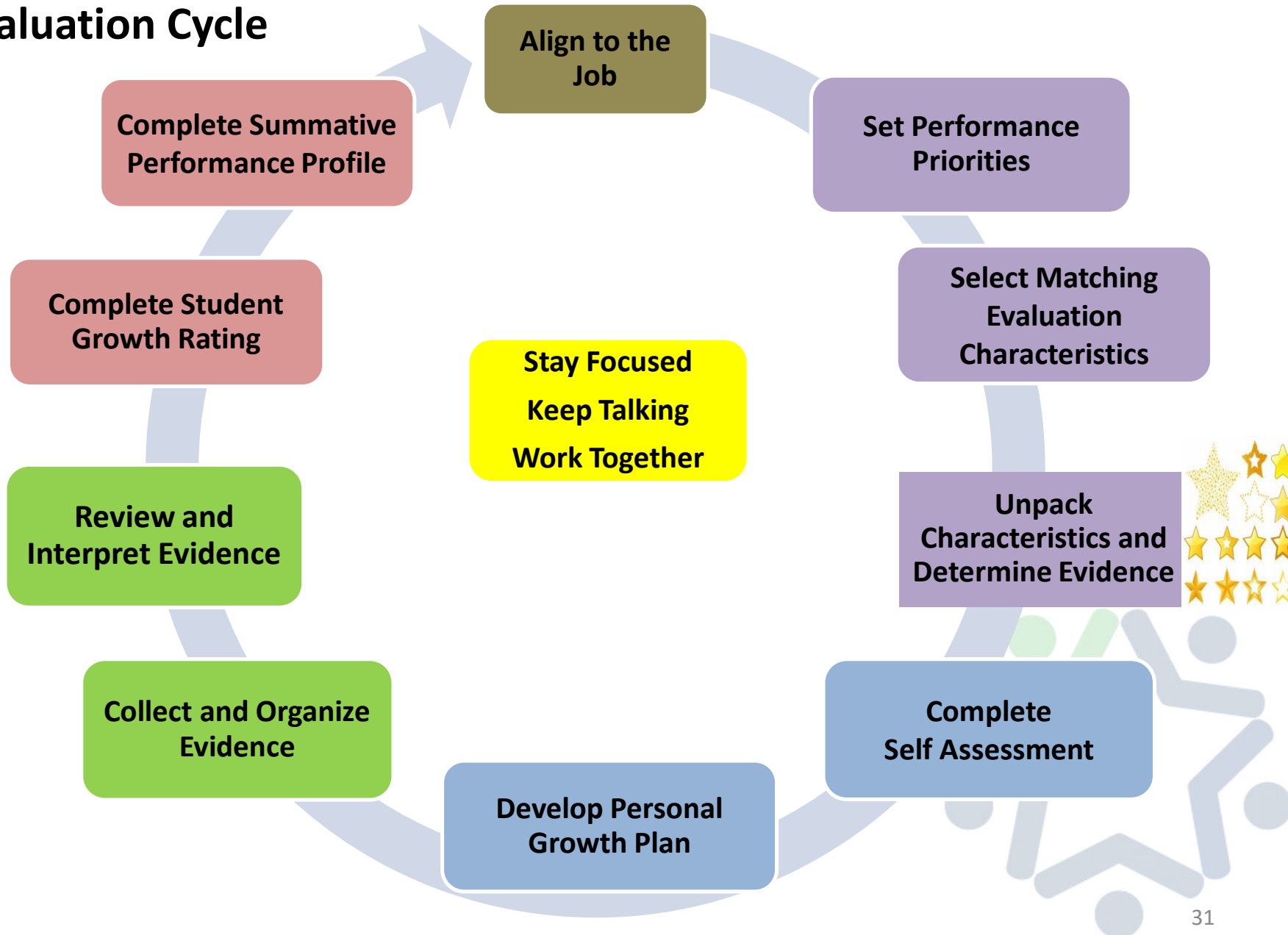


District Priorities determine which Characteristics to use and/or emphasize

- 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



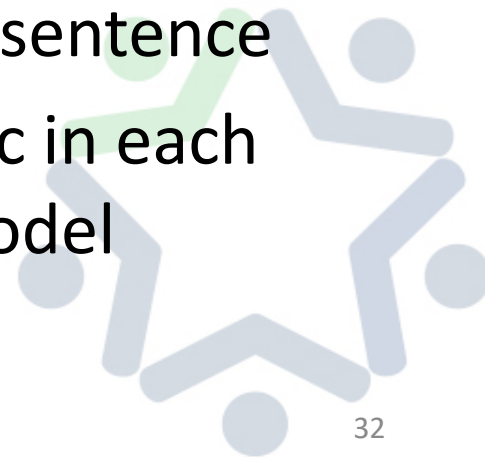
School ADvance Evaluation Cycle



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



Reminder: The Difference Between Summative and Formative Rubrics

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Formative Rubrics

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 - formative growth plans
 - evidence documentation

<http://www.goschooladvance.org/resources2.0>

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

Principal and Building Leader Summative Rubric 2.0

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Principal and Building Leader Formative Rubric 2.0

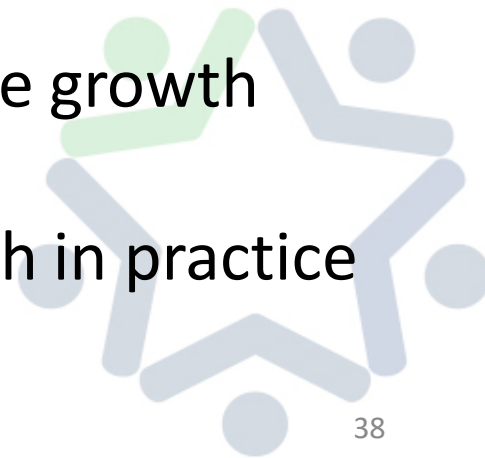
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| | | And provides information on the core curriculum standards to students, parents, and the community | And ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards |

The background features a collection of stars. At the top left is a large, faint, multi-pointed star made of small dots. To its right are two solid five-pointed stars, one orange and one yellow. Below these are two more solid five-pointed stars, one yellow and one orange. The bottom half of the slide is filled with a grid of 16 solid five-pointed stars in various shades of yellow and orange, arranged in four rows of four. The text "Now, Let's Look Further Into Evidence Based Evaluations" is centered over the middle of the slide.

Now, Let's Look Further Into 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 Principal Evidence Rubrics Examples on training resources page:

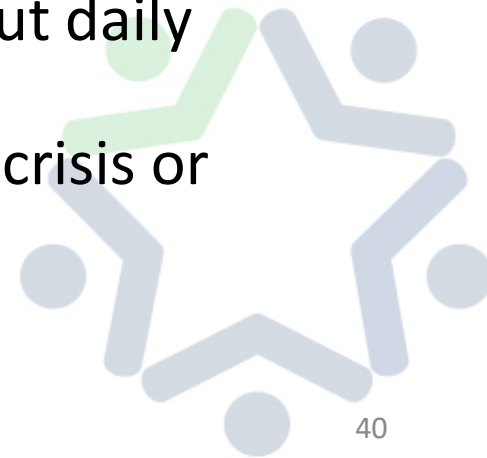
www.goschooladvance.org/resources

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

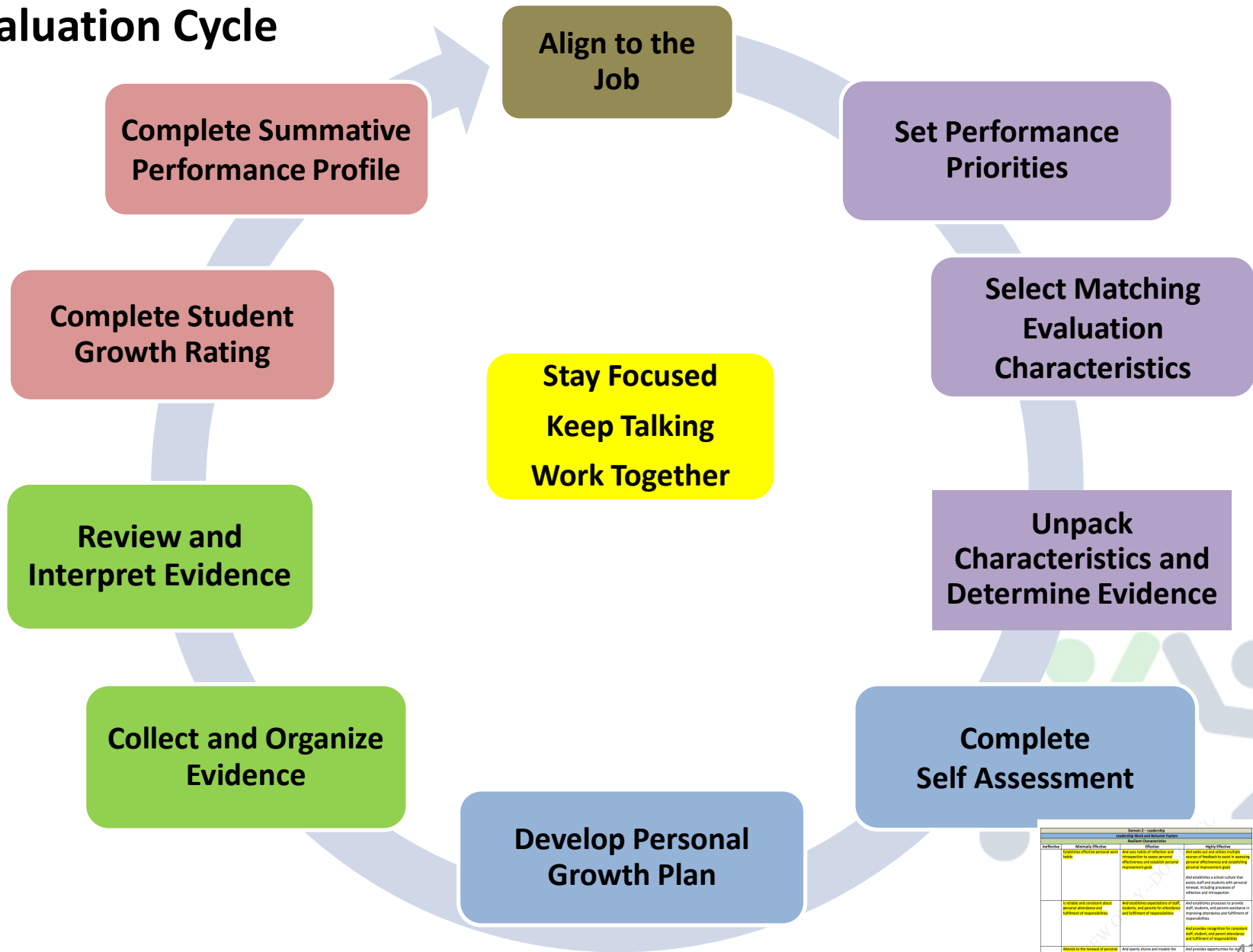
Documentation

Artifacts and work products from actions and activities

Self-Assessment

Self ratings based on reflection against performance standards

School ADvance Evaluation Cycle



| Domain 2 – Leadership | | | |
|---------------------------------------|--|---|---|
| Leadership Work and Behavior Patterns | | | |
| Indicators | Minimally Effective | Effective | Highly Effective |
| | Establishes effective personal and professional goals. | Establishes effective personal and professional goals and demonstrates commitment to those goals. | Establishes effective personal and professional goals and demonstrates commitment to those goals and sets a vision for the future. |
| | Establishes a school culture that supports staff and students with personal and professional growth. | Establishes a school culture that supports staff and students with personal and professional growth and sets a vision for the future. | Establishes a school culture that supports staff and students with personal and professional growth and sets a vision for the future. |
| | Establishes a process to provide staff, students, and parents assistance in meeting personal and professional goals. | Establishes a process to provide staff, students, and parents assistance in meeting personal and professional goals and sets a vision for the future. | Establishes a process to provide staff, students, and parents assistance in meeting personal and professional goals and sets a vision for the future. |
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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 |

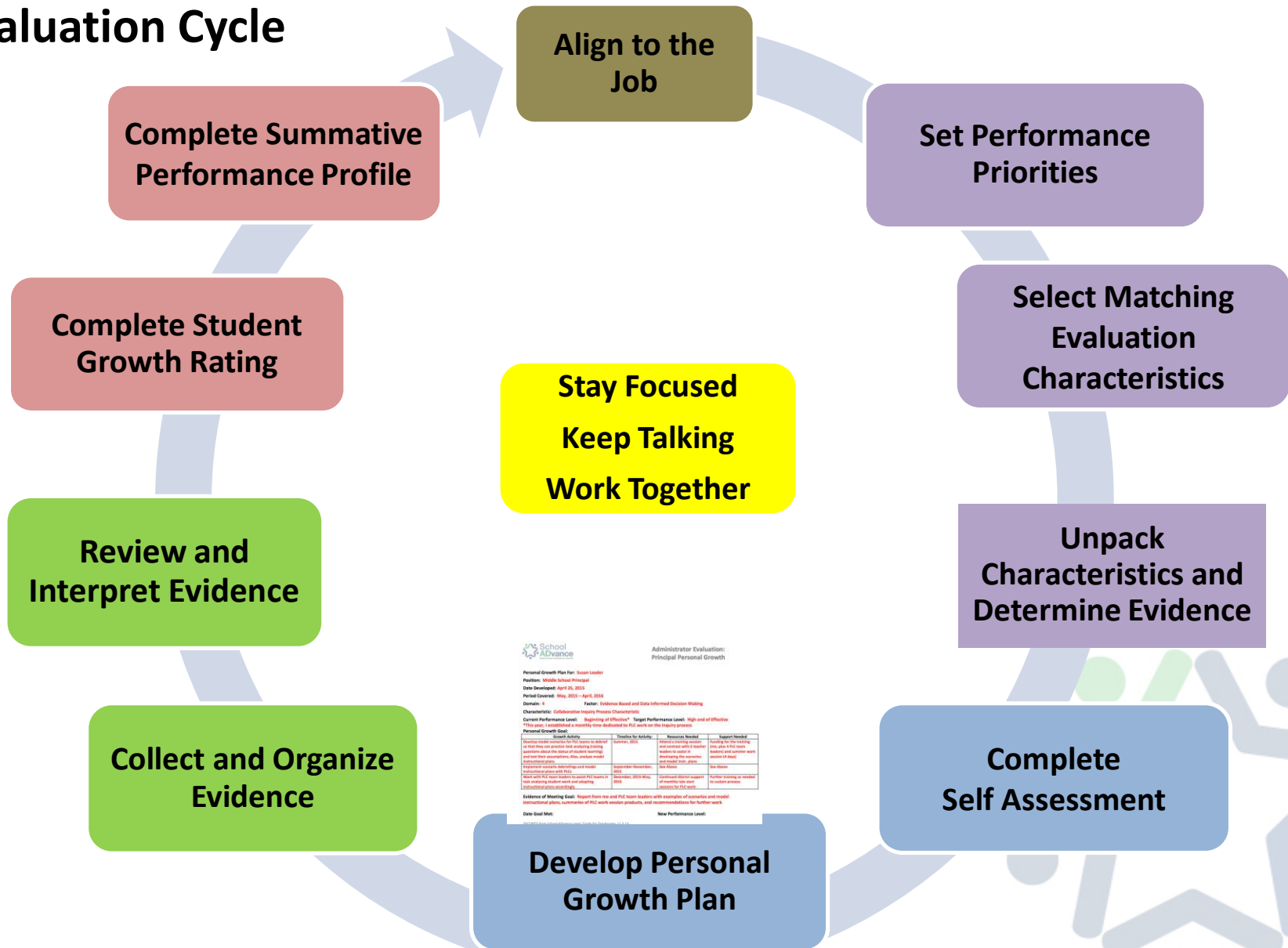
To Get You Started on your base-line Self-Assessment

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>

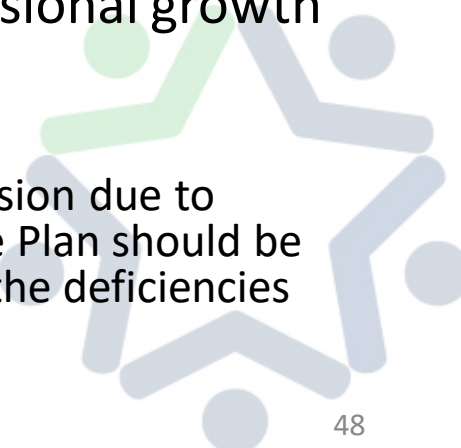


School ADvance Evaluation Cycle



School ADvance 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

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, 1017- May, 2018 | Continued district support of monthly lase start sessions for PLC work | Further training as needed to sustain process |

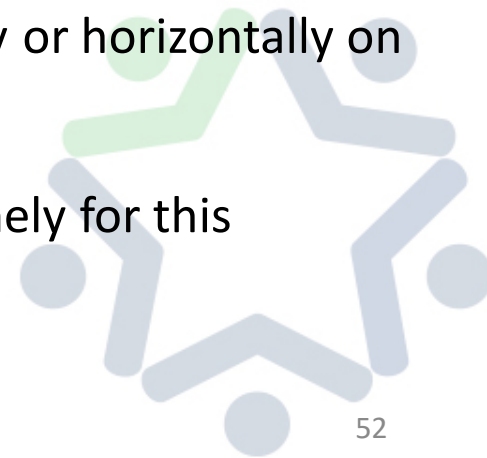
Evidence of Meeting Goal: Report from me and PLC team leaders with examples of scenarios and model instructional plans, summaries of PLC work session products, and recommendations for further work

Date Goal Met:

New Performance Level:

Drafting your first Growth Plan

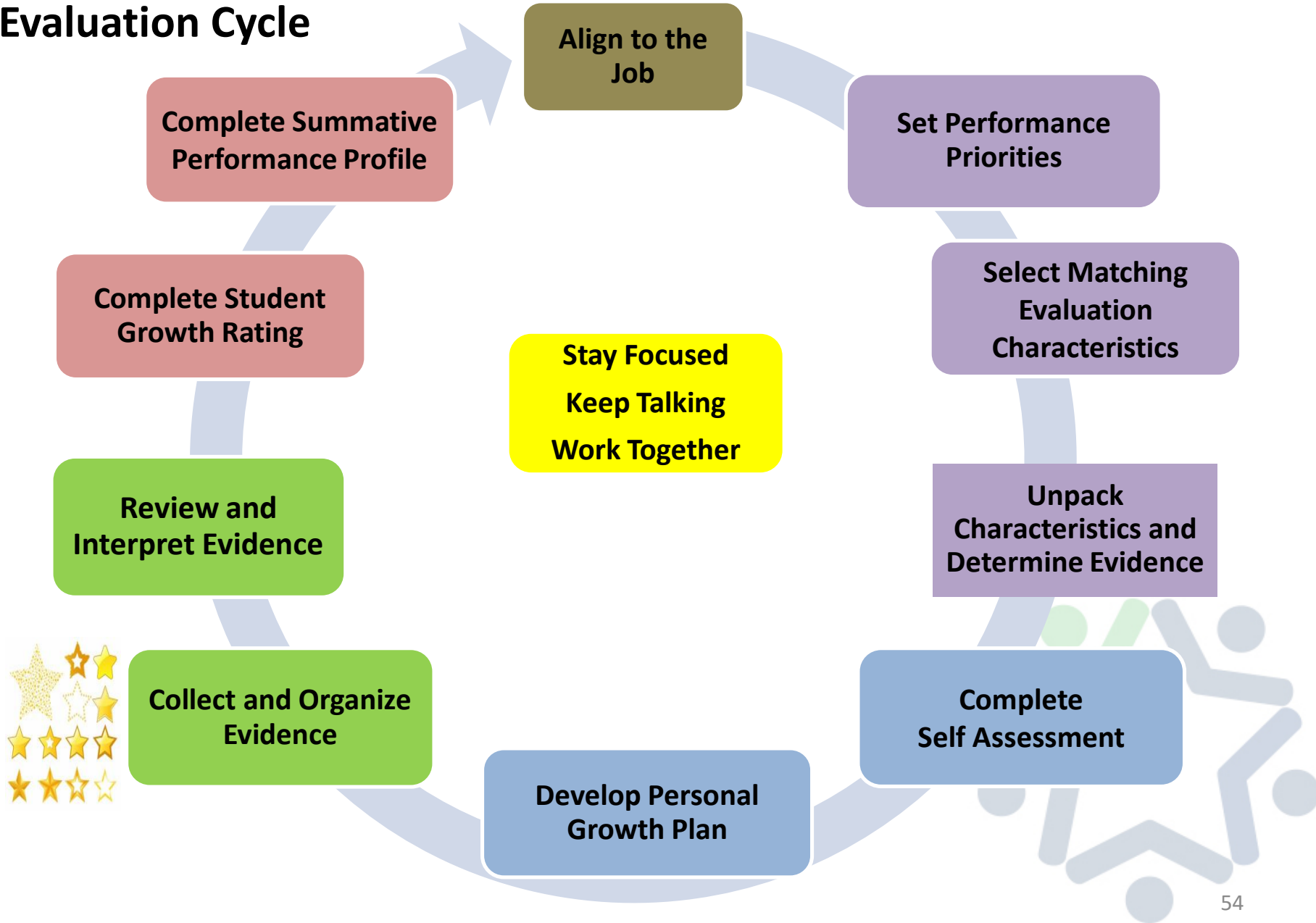
1. Look over the self-assessment you just did on the characteristics that will be used for the first evaluation cycle.
2. Find your growth edges for each of the characteristics you self-assessed (these are the indicators you could not highlight).
3. Decide which characteristic to focus on for your first 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).



The background features a collection of stars. At the top left is a large, faint, dotted star. To its right are two solid stars, one orange and one yellow. Below these are two more solid yellow stars. The bottom half of the slide is filled with a grid of 12 solid yellow stars arranged in three rows of four. The text is centered over the middle of the slide.

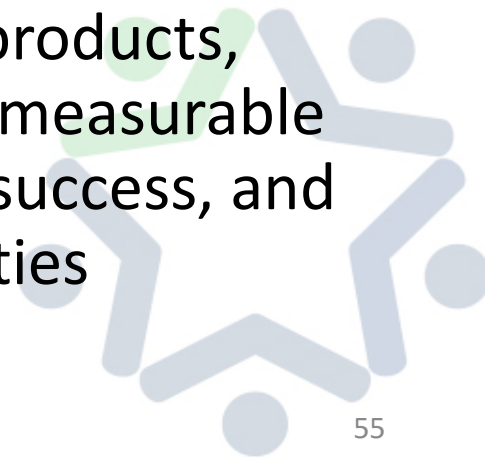
Evidence Based Evaluations: The rest of the story

School ADvance Evaluation Cycle

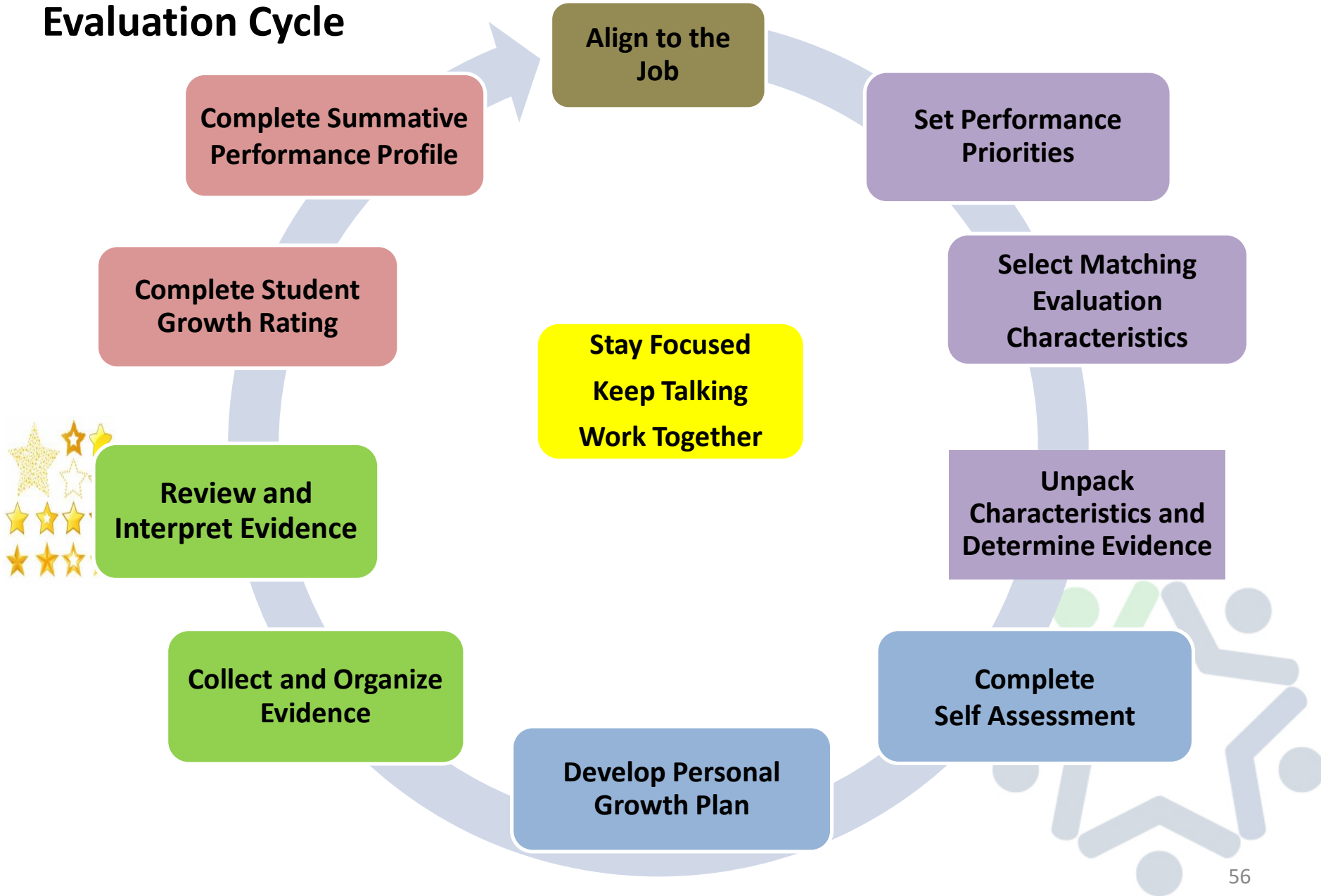


Reminders on Performance Evidence

- 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

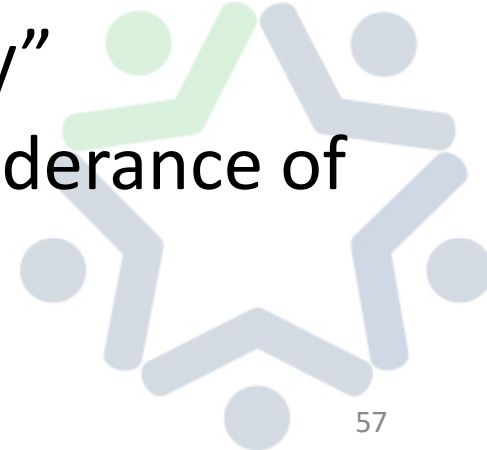


School ADvance Evaluation Cycle



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



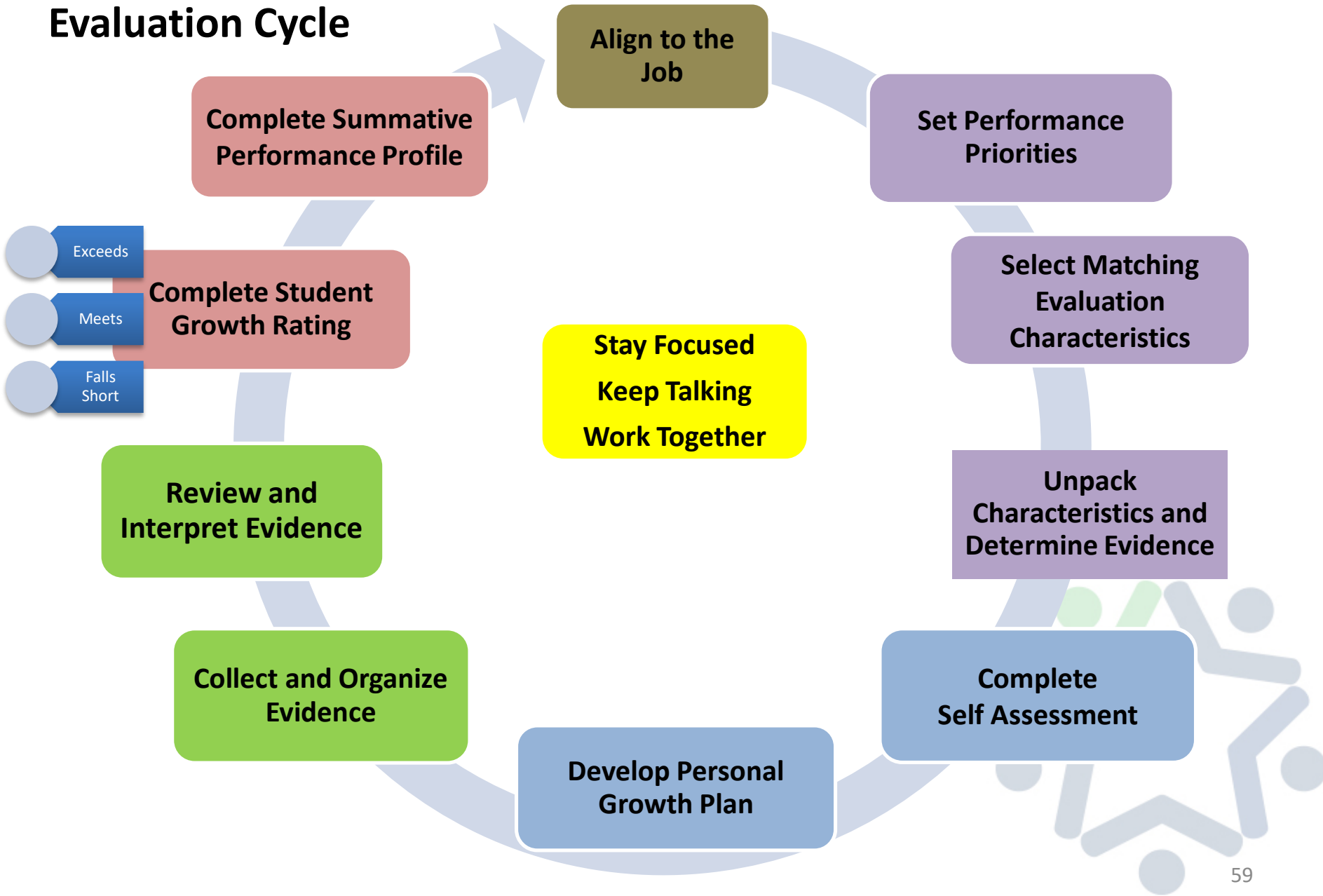
Working with Domain 1: Results

Student Growth
or

Quality Key Performance Indicators



School ADvance Evaluation Cycle



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.
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.

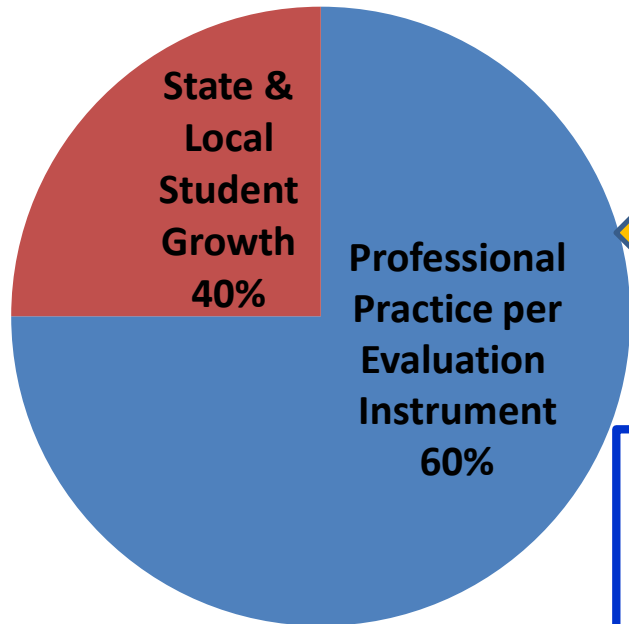
| Domain 1 – Non-Student Based Results | | | |
|--|--|--|--|
| Growth Targets on One or More Non-Student Based Quality or Key Performance Indicators~ | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| Quality/Key Performance Indicator 1: (fill in indicator) | | | |
| 1A Progress 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.



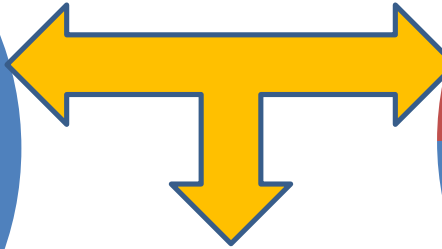
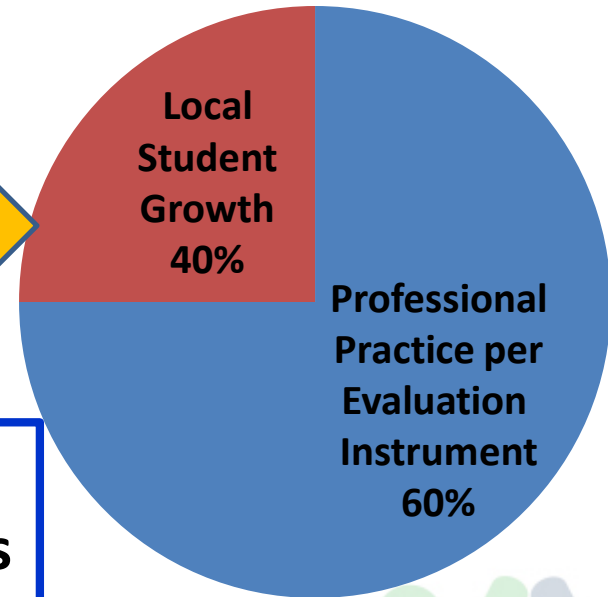
Components of Ratings

Core Curriculum Teachers



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

Non-Core Curriculum Teachers



Michigan 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



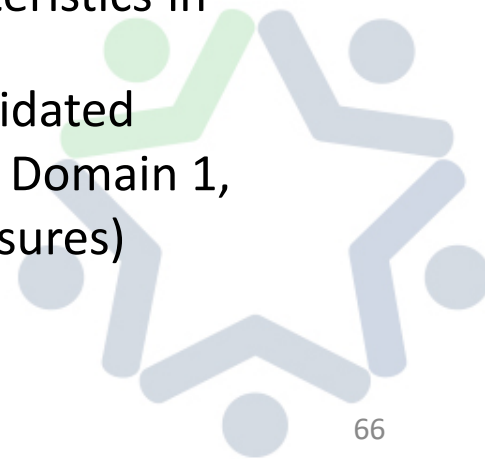
School ADvance Recommends:

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

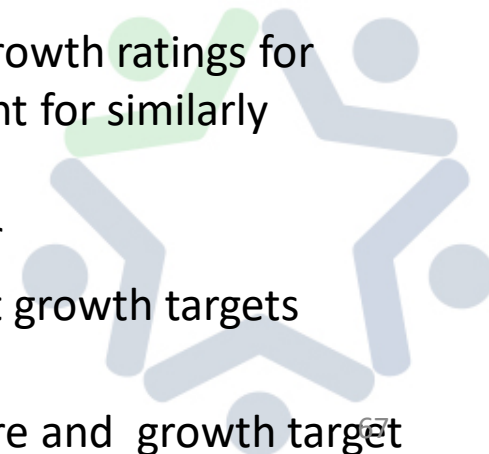
4. **Staff, Student, and Parent Community Feedback:** Use feedback as one source of evidence for one or more Factors and Characteristics in Domains 2-5

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)

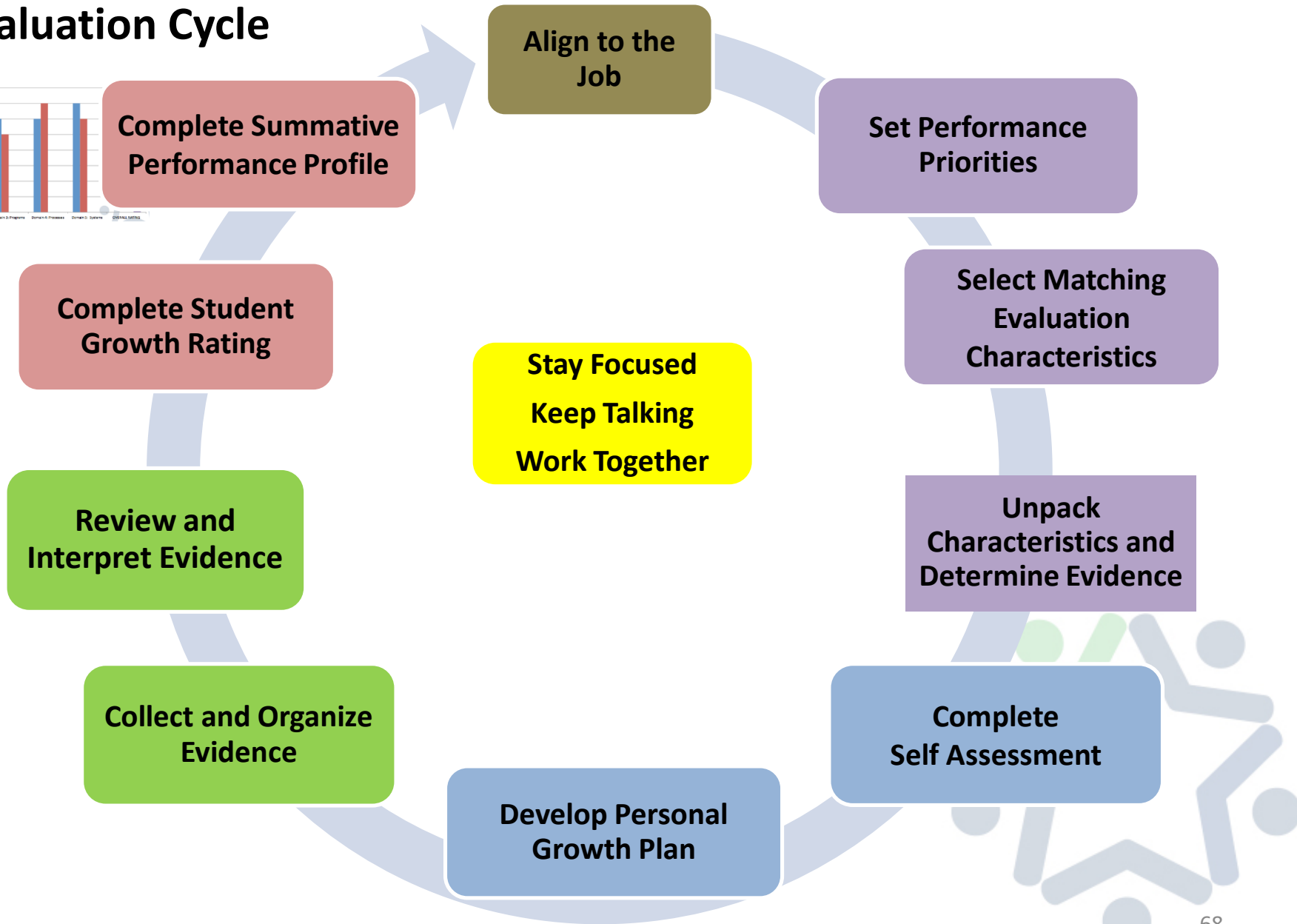
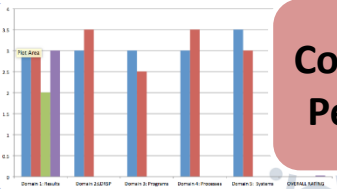


To Use School ADvance to Create Student Growth Ratings:

1. MI Law requires using 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



School ADvance Evaluation Cycle



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

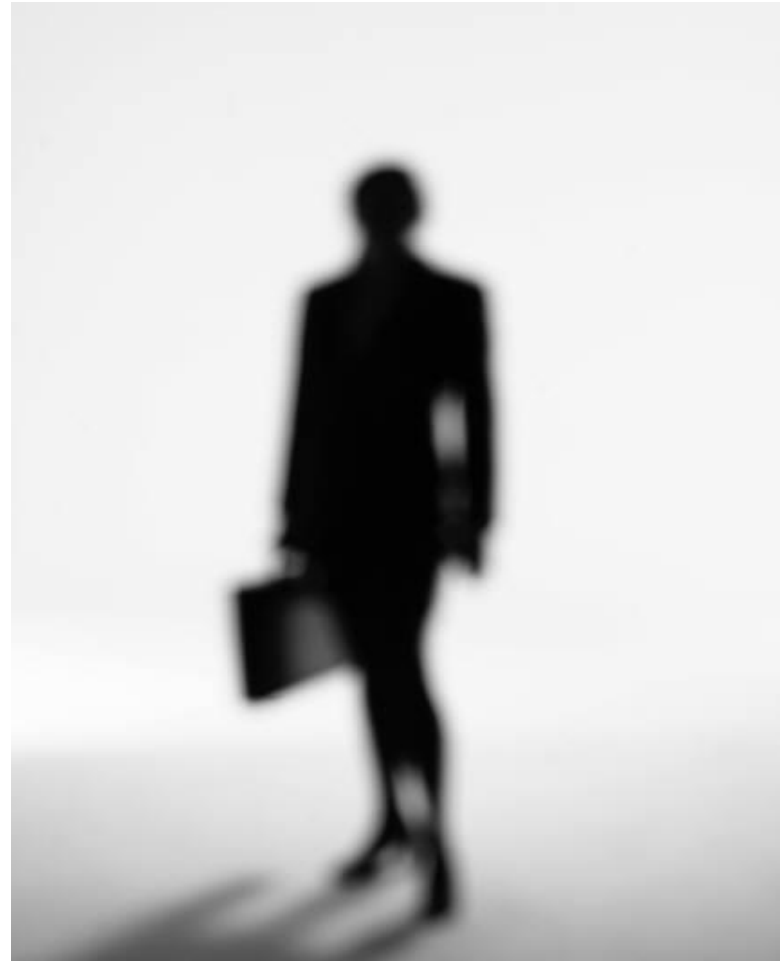
Domain 2 – 5 Characteristics

| | | |
|--------------|---|-----------------------------|
| <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 |

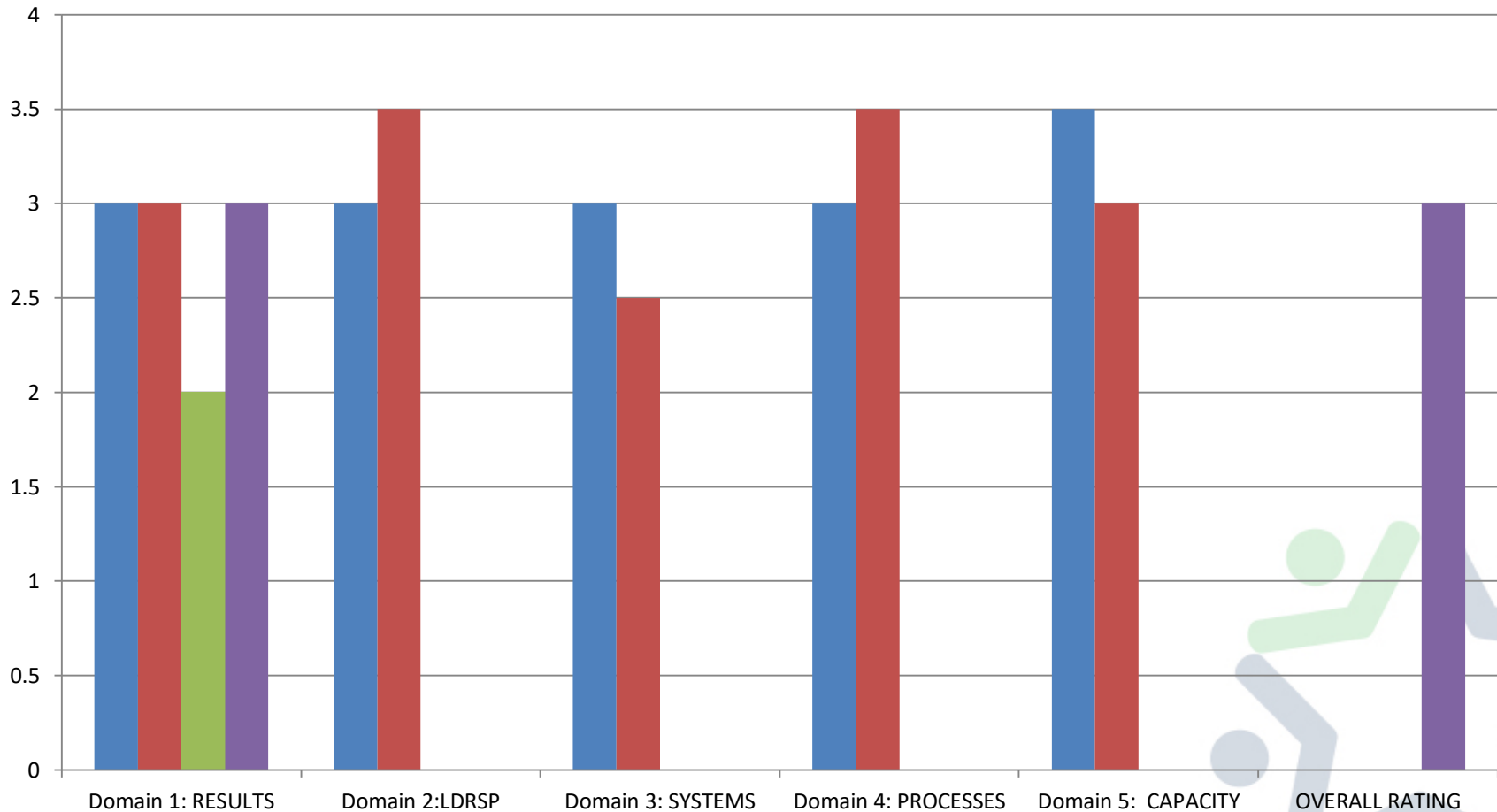


Creating Performance Profiles

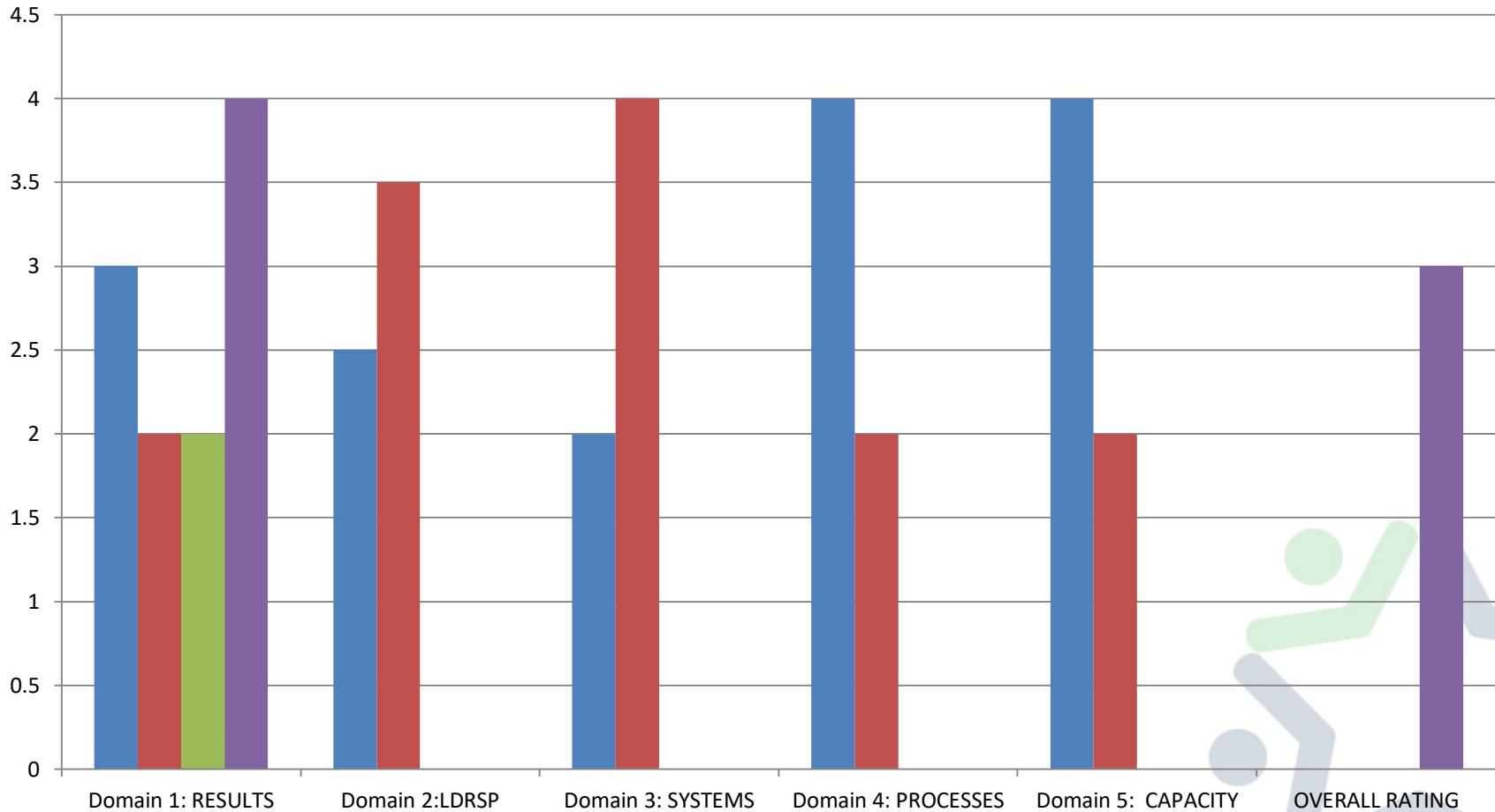
- ✓ Create a performance profile
- ✓ Use the profile to verify the overall performance rating
- ✓ Use to identify growth edges for the next evaluation cycle



Sample #1: Summative Profile

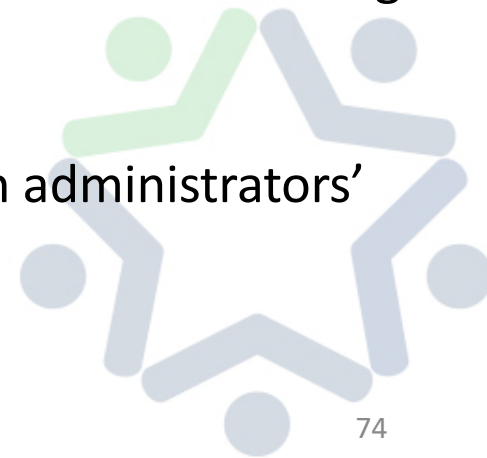


Sample #2: Summative Profile



Final Rating Profiles

- The final rating profile is used to document the overall evaluation results for both student growth and staff performance.
- The final rating profile should be completed collaboratively, and results should be based on evidences, not perceptions, inferences, or assumptions.
- The evaluator has the final say if agreement is not reached on the rating for each characteristic being used.
- A copy of the final rating profile should be kept in each administrators' personnel file annually.



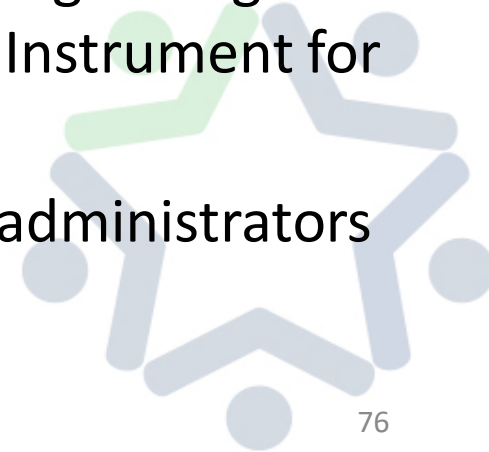
Implementation Plan Quick Checklist

- ☐ Train all administrators
- ☐ Align the rubrics to the positions
- ☐ Align the rubrics to priority goals and initiatives (strategies)
- ☐ Unpack the rubrics and develop “look-fors” (i.e. generate and share ideas for evidence)
- ☐ 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



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