



***School ADvance
Regional Refresher and
New Administrator
Workshop***



Outcomes for Workshop

- ✓ Learn about the new website
- ✓ Learn where to find the 2.0 materials
- ✓ Learn where to find the upcoming training opportunities
- ✓ Learn what is needed for the transparency reporting
- ✓ Learn 2.0 materials/resources updates
- ✓ Review the annual School ADvance Evaluation Cycle and Implementation Steps
- ✓ Review the Final Evaluation Profile
- ✓ Review the tips for utilizing a management company
- ✓ Preview the MDE Draft Student Exemption Document



Where Can I Find the School ADvance 2.0 Resources and Materials?

The School ADvance materials and resources were updated and the 1.0 materials were retired on July 1, 2018.

Districts licensed and trained to use School ADvance have access to the 2.0 materials and resources at:

www.goschooladvance.org/resources



Where Can I Find School ADvance Training and Workshop Information?

Districts can find the School ADvance trainings and workshop information at:

www.goschooladvance.org/events

Districts can also contact Carrie Platner at cplatner@gomasa.org to:

1. Schedule Private trainings and refreshers
2. Check District Licensing
3. Search SA Administrator Training Database
4. Provide support for registrations and invoicing



What Exactly Should Be Included in our Transparency Reporting?

(3) A school district, intermediate school district, or public school academy shall post on its public website all of the following information about the evaluation tool or tools it uses for its performance evaluation system for teachers:



What Exactly Should Be Included in our Transparency Reporting?

Research, Reliability, and Validity

(a) The research base for the evaluation framework, instrument, and process or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.

(b) The identity and qualifications of the author or authors or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.

(c) Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.

What Exactly Should Be Included in our Transparency Reporting Continued?

Tools and Resources

(d) The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.

Implementation Fidelity Guide

(e) A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.

(f) A description of the plan for providing evaluators and observers with training.



What Exactly Should Be Included in our Transparency Reporting?

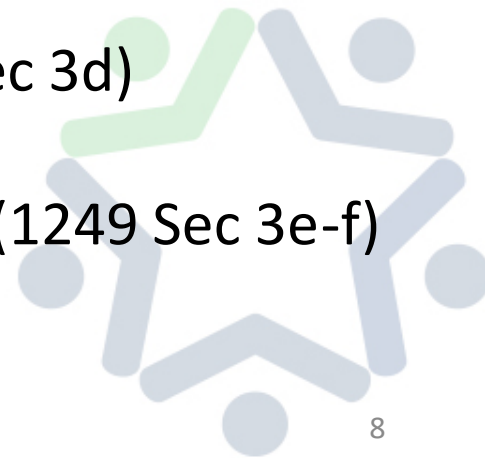
Step 1: Visit your District Website

Step 2: Find your Transparency Reporting Icon

Step 3: Find your Administrator Evaluation Section

Step 4: Do you have the following posted:

1. A link to the Assurances for the Research (1249 Sec 3a-c)
2. A copy of the Frameworks and Rubrics (1249 Sec 3d)
3. The Implementation Fidelity Guide Completed (1249 Sec 3e-f)



What Exactly Should Be Included in our Transparency Reporting?

Put these three words on your website and hyperlink the information needed.

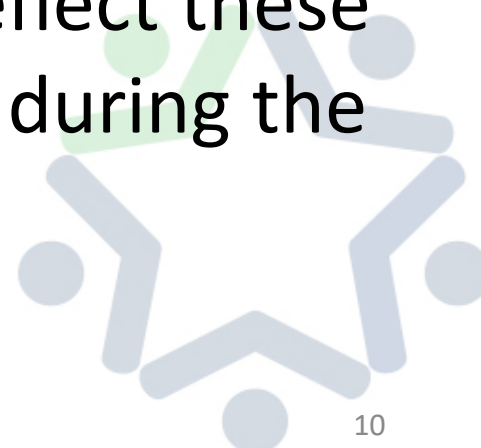
1. Assurances - https://goschooladvance.org/wp-content/uploads/2019/07/School-ADvance-Assurances-2-0_Aug2018.pdf
2. Tools and Resources – www.goschooladvance.org/resources
3. Implementation Fidelity Guide – upload your completed IFG



Why the School ADvance Title Changes?

The titles for the School ADvance materials were updated to reflect the multiple roles in the building and district level administrative positions.

The materials were also updated to reflect these positions so they are more applicable during the evaluation process.



What are the School ADvance Title Changes?

Superintendent and District Leader

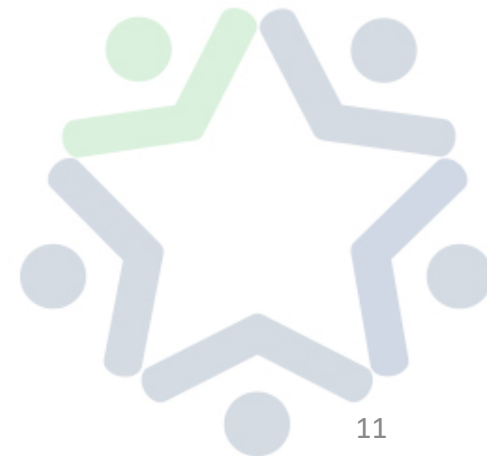
- Superintendent
- Assistant or Associate Superintendent
- Curriculum Director
- Director of Instruction
- Director of Special Education
- Other

Principal and Building Leader

- Principal
- Assistant, Associate Principal
- Dean of Students
- Other

Non-Instructional Administrator

- Director of Finance
- Director of Technology
- Director of Food Service
- Director of Transportation
- Director of Human Resources
- Other



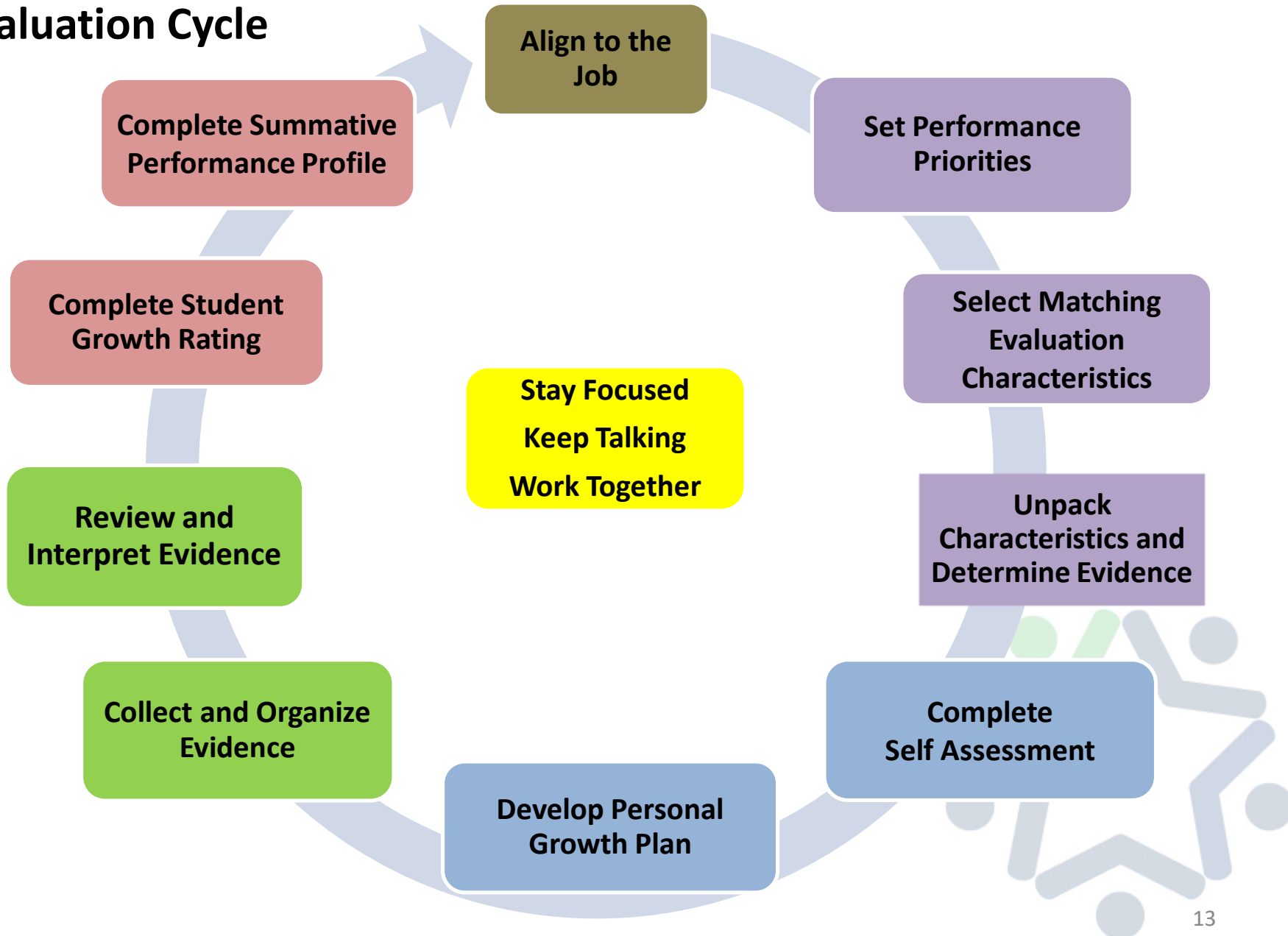
The School ADvance System Evaluation Cycle

It is important that districts review the School ADvance evaluation cycle on an annual basis. Each year there are several areas where changes may occur that impact the evaluation cycle:

- New Staff
- District Priorities
- Ways to Collect Evidences
- Unpacking of Added Characteristics
- Management tools
- Other



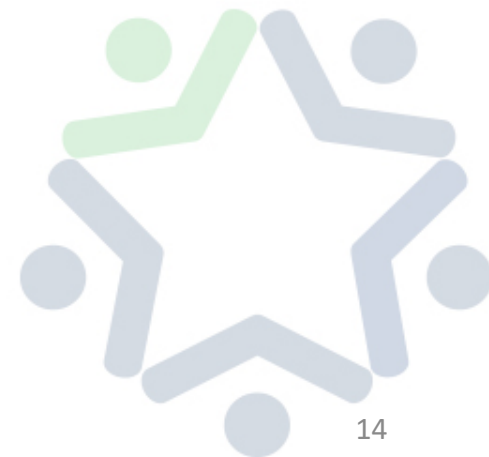
School ADvance Evaluation Cycle



The School ADvance System Frameworks

There are three SA frameworks to meet the needs of each instructional and non-instructional administrator.

1. Superintendent and District Leader
2. Principal and Building Leader
3. Non-Instructional Leaders



Domain 1 – Results <ul style="list-style-type: none"> 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 <p>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.</p>	
Domain 2 – Leadership <ul style="list-style-type: none"> A. Vision for Learning and Achievement <ol style="list-style-type: none"> Mission and Vision Goals and Expectations B. Culture <ol style="list-style-type: none"> Values, Beliefs, Principles, and Diversity Language, Traditions, Celebrations, and Stories C. Leadership Behavior <ol style="list-style-type: none"> Informed and Current Strategic and Systemic Fair, Legal, Honest, and Ethical Adaptive and Resilient 	Domain 3 – Systems <ul style="list-style-type: none"> A. High Quality and Reliability Instructional Program <ol style="list-style-type: none"> Guaranteed and Viable Curriculum Evidence Based and Differentiated Instruction Standards Based Assessment and Feedback B. Safe, Effective, Efficient Programs and Services <ol style="list-style-type: none"> Laws, Policies, and Regulations Processes and Procedures Resource Allocation and Management
Domain 4 – Processes <ul style="list-style-type: none"> A. Community Building <ol style="list-style-type: none"> Relationships Inclusion Communications B. Evidence Based Improvement <ol style="list-style-type: none"> Collaborative Inquiry Systematic use of Multiple Data Sources Data Systems 	Domain 5 – Capacity <ul style="list-style-type: none"> A. Human Development <ol style="list-style-type: none"> Professional Learning Leadership Development Performance Evaluation Productivity B. Technology Integration and Competence <ol style="list-style-type: none"> Personal Use of Technology Learning and Teaching with Technology Leadership for Technology

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Domain 4 - Processes <ul style="list-style-type: none"> A. Community Building <ol style="list-style-type: none"> Board Relations Leadership Team Relations Internal and External Stakeholder Relations Communications and Media Relations B. Evidence Based Improvement <ol style="list-style-type: none"> Collaborative Inquiry Systematic use of Multiple Data Sources Data Systems Aligned Improvement, Monitoring, and Reporting 	Domain 5 – Capacity <ul style="list-style-type: none"> A. Human Development <ol style="list-style-type: none"> Professional Learning Leadership Development Performance Evaluation Productivity B. Contextual and Political <ol style="list-style-type: none"> Contextual and Political Awareness Education and Advocacy

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

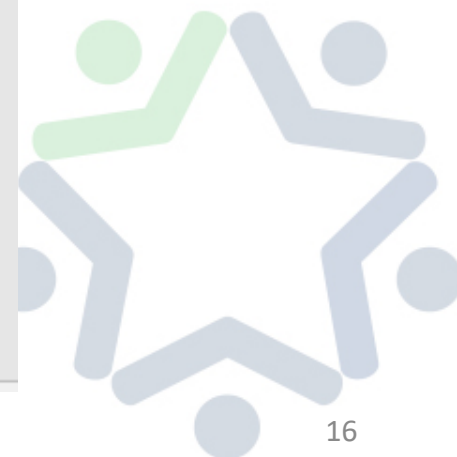
Domain 5 – Capacity

A. Reliability

1. Dependability
2. Work Quality
3. Professionalism

B. Adaptability

1. Initiative and Responsiveness to Change
2. Creativity and Innovation



School ADvance Tools/Resources

Organization of the Rubrics

Domains
(Areas of responsibility)

Factors
(Elements of Practice)

Characteristics
(Descriptors of Practice)

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

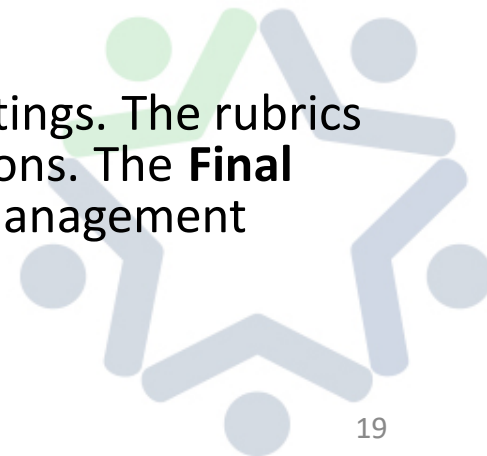
Evaluation Rubrics

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			
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

Domain 3 – Systems			
Factor A: High Quality and Reliability Instructional Program			
Characteristic 1: Guaranteed and Viable Curriculum			
Ineffective	Minimally Effective	Effective	Highly Effective
3A1	Has knowledge of and understands the school/district core curriculum standards	And works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	And works with staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas	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

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

Consider these words that describe each level of effectiveness and the “evidence” that could 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



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

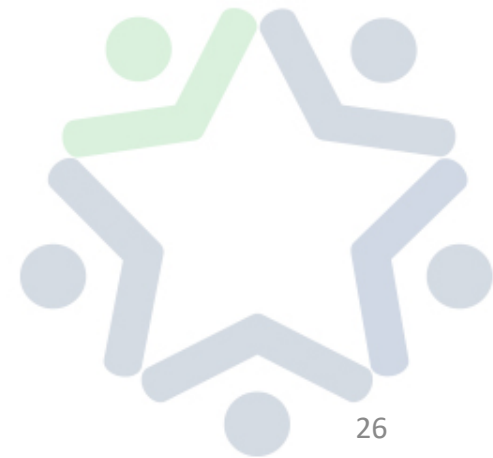
Artifacts and work products from actions and activities

Self-Assessment

Self ratings based on reflection against performance standards

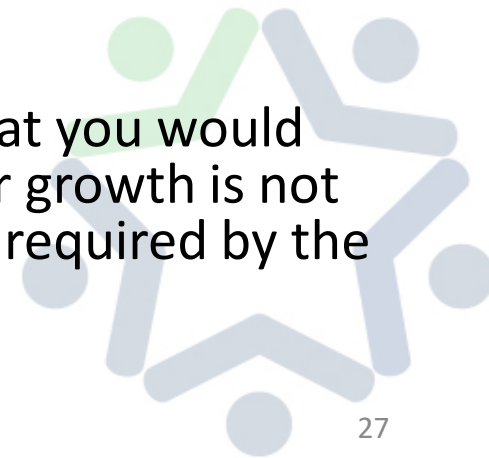
Documenting Your Evidence

Discuss ways your administrative team has been documenting and sharing evidences for final evaluations.



Quick Reminder About Changes to Student Growth

1. Law requires student growth to be 40% of the instructional administrator evaluations beginning in 2019-2020.
2. Law also requires 50% of that 40% to be based on state assessment data, where applicable. Districts can decide to do a group attribution, if desired.
3. Consider: How is your district currently calculating student growth for teachers and administrators? Do you know? Who would you ask?
4. For Non-Instructional Administrators, consider what you would use as your Key Quality Indicators, and the 40% for growth is not required by the State, but can be changed and /or required by the District.



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.



Can We Exempt Students from Student Growth Calculations?

MDE has provided guidance for districts detailing allowable reasons for exempting student results from the overall student growth calculations for classroom teachers and administrators.

Do you:

1. Have a written process and shared it with staff?
2. Have a form that needs to be completed and signed off on by administration?



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



Final Evaluation Profiles

- 1. Table discussion: What process are you using for completing a final evaluation profile for personnel files?**
 - a. Management Tool
 - b. Paper Copy
 - c. Excel Spreadsheet
 - d. Other



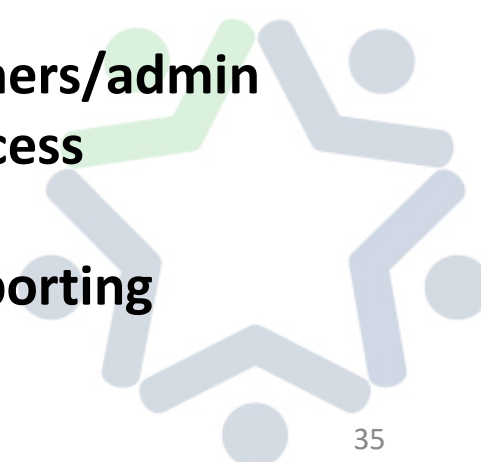
Using a Management Company?

Tips for working with your management company:

- Use the same company as you are using for your teacher evaluation system
- Communicate with your management company each year; details change and they won't change anything unless they hear from you
- Make sure they are calculating student growth using the Characteristics and not Domains.
- Districts need their Licensing Addendum with School ADvance to give to the management company prior to having access in their system

Implementation Plan Quick Checklist

- ☐ Train all administrators
- ☐ Align the rubrics to the positions
- ☐ Identify district priorities
- ☐ Select characteristics for 3 year phase in
- ☐ Unpack the rubrics: summarize and identify evidences
- ☐ Complete base-line self-assessments
- ☐ Develop initial growth plans
- ☐ Establish process for documenting evidence
- ☐ Develop evaluation cycle and timelines
- ☐ Work out your student growth process for all teachers/admin
- ☐ Work out your summative performance rating process
- ☐ Develop your Student Growth Exemption process
- ☐ Check your website for compliant transparency reporting

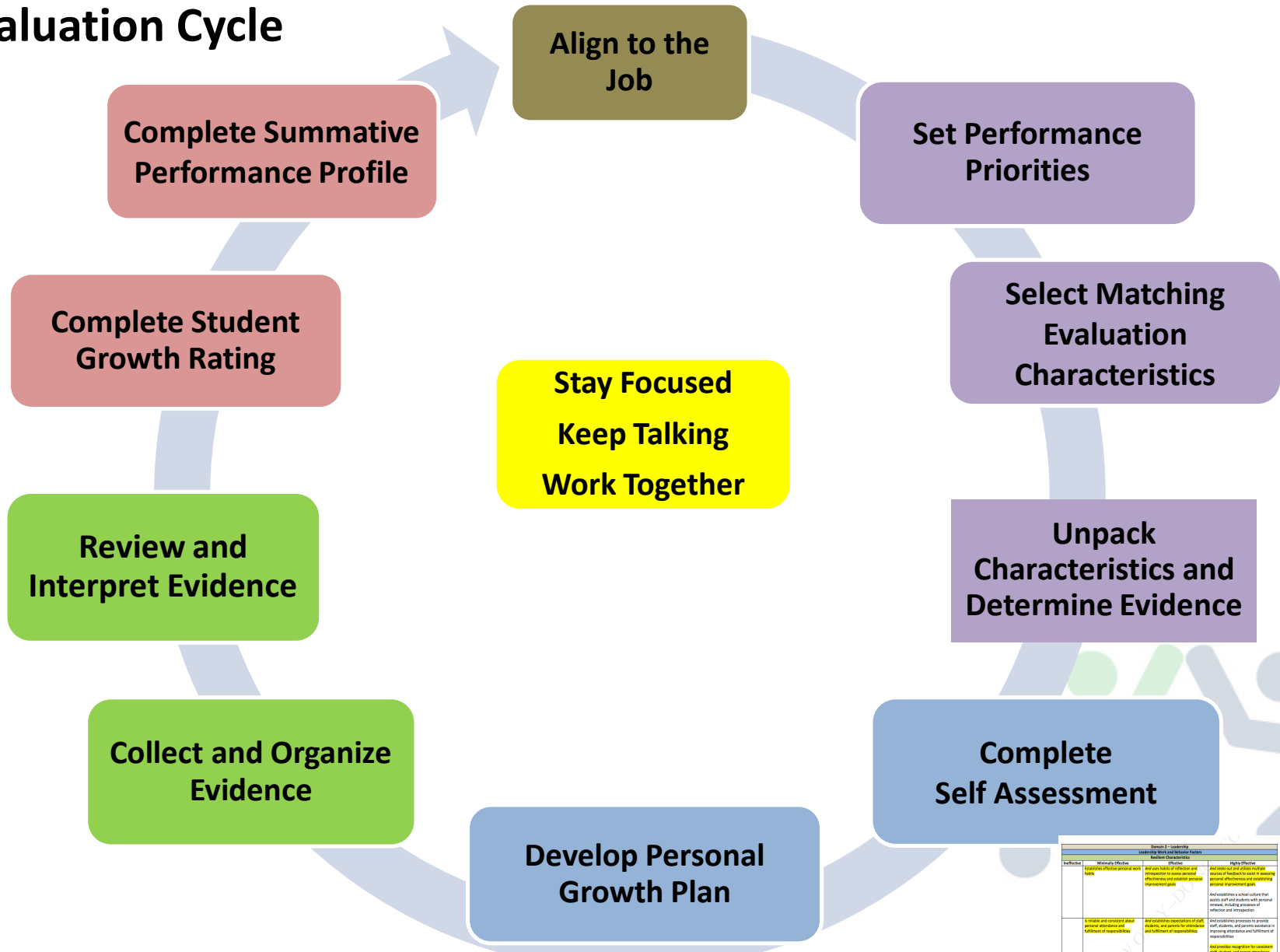


New Administrators

- Self-Assessments
- Growth Plans
- Documentation of Evidences
- Telling Your Story



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, leading to personal effectiveness and establishing personal improvement goals.
	Establishes a school culture that supports staff and students with personal growth, including personal development and improvement.	And establishes a school culture that supports staff and students with personal growth, including personal development and improvement.	And establishes a school culture that supports staff and students with personal growth, including personal development and improvement.
	Establishes and maintains personal effectiveness and professional responsibility.	And establishes mechanisms of personal effectiveness and professional responsibility.	And establishes mechanisms of personal effectiveness and professional responsibility.
	Establishes and maintains personal effectiveness and professional responsibility.	And establishes mechanisms of personal effectiveness and professional responsibility.	And establishes mechanisms of personal effectiveness and professional responsibility.
	Establishes and maintains personal effectiveness and professional responsibility.	And establishes mechanisms of personal effectiveness and professional responsibility.	And establishes mechanisms of personal effectiveness and professional responsibility.

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

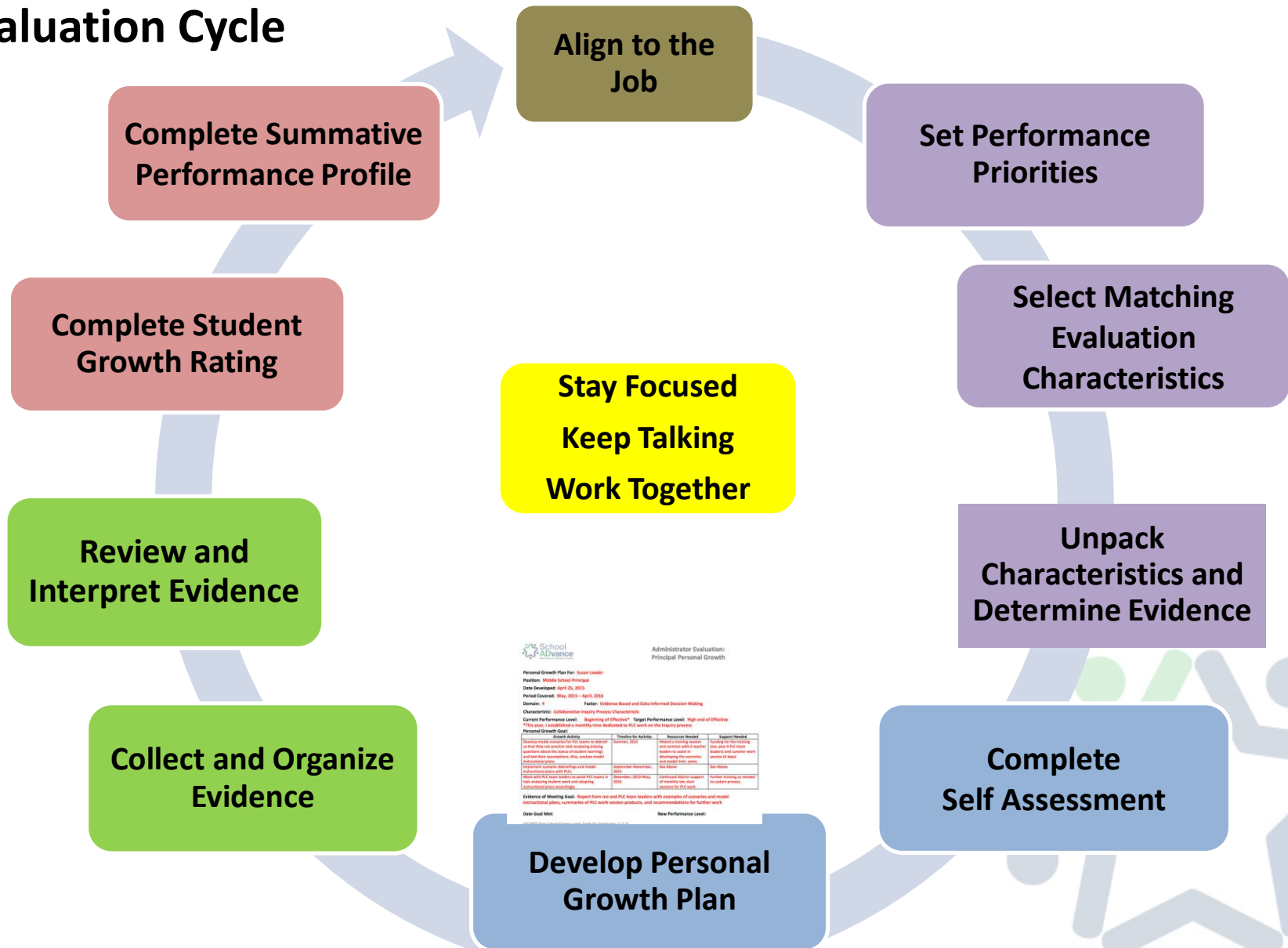
To Get You Started on your base-line Self-Assessment

1. Use the formative rubrics
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>

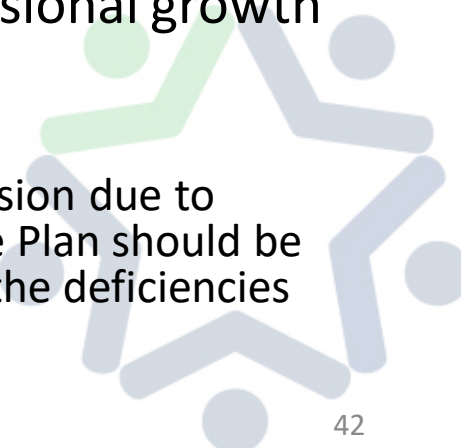


School ADvance Evaluation Cycle



School ADvance Growth Plans

1. Everyone has 2-3 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

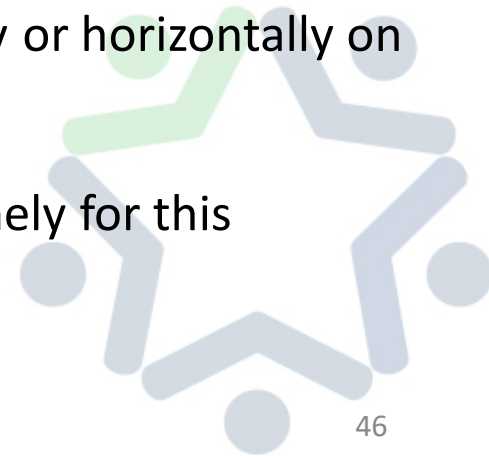
Evidence of Meeting Goal: Report from me and PLC team leaders with examples of scenarios and model instructional plans, summaries of PLC work session products, and recommendations for further work

Date Goal Met:

New Performance Level:

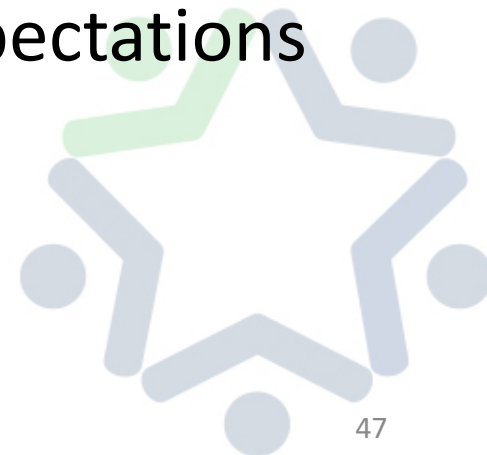
Drafting your first Growth Plan

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).



Telling Your Story

1. Use your self-assessment to guide your story
2. Bring your evidences or have them prepared to support your story
3. Have access to perception data from stakeholders to support your story
4. Listen as well as talk
5. Ask questions for clarifications of expectations



Contact Us

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