

Howell Public Schools

Administrator Evaluation¹

2013-2014



¹ This tool is used for Administrators “regularly involved in instructional matters” as set forth in MCL 380.1249.
Updated February 2014



HOWELL PUBLIC SCHOOLS ADMINISTRATOR EVALUATION PROCESS

In order to be in compliance with changes to the Michigan Revised School Code², Howell Public Schools formed an “Administrator Evaluation Committee” to modify the Evaluation tool for administrators “regularly involved in instructional matters” as set forth in MCL 380.1249. The Committee agreed that the process would be based upon the following guiding beliefs:

- The evaluation is a living document and subject to change;
- The evaluation process will support the District School Improvement Plan; and
- The evaluation process will encourage collaboration between the Superintendent (and or his / her designee) and administrators.

Components of the revised evaluation process include:

1. The year-end annual evaluation is conducted by the Superintendent. *MCL 380.1249(3)(a)*
2. The annual evaluation is based in part on the following:
 - a) The school administrator’s training and proficiency in using the evaluation tool for teachers (and includes a random sampling of their teacher evaluations). *MCL 380.1249(3)(c)(i)*;
 - b) Progress made by the school (or school district) in meeting the goals set forth in the improvement plan. *MCL 380.1249(3)(c)(ii)*;
 - c) Pupil attendance in the administrator’s school. *MCL 380.1249(3)(c)(iii)*;
 - d) Student, parent, and teacher feedback. *MCL 380.1249(3)(c)(iv)*;
 - e) Aggregate student growth and assessment data. *MCL 380.1249(3)(b)*; and
 - f) Other information considered pertinent by the Superintendent. *MCL 380.1249(3)(c)(iv)*.
3. The administrator is to be evaluated as Ineffective, Minimally Effective, Effective or Highly Effective in each of the five categories. If an administrator receives an evaluation of Ineffective or Minimally Effective, a written improvement plan for that category will accompany the evaluation, complete with a time-line and assessments. *MCL 380.1249(3)(e)* and *MCL 380.1249(3)(f)*.
4. If an administrator is rated as ineffective on three (3) consecutive annual year-end evaluations (using the same evaluation tool and under the same performance evaluation system), the District shall dismiss the administrator from his or her employment. *MCL 380.1249(3)(g)*.
5. If an administrator is rated as highly effective on three (3) consecutive annual year-end evaluations, (using the same evaluation tool and under the same performance evaluation system), the District may choose to conduct a year-end evaluation biennially (instead of annually). If an administrator is not rated highly effective on one of the biennial year-end evaluations, the administrator shall be evaluated on an annual basis. *MCL 380.1249(3)(h)*.

² MCL 380.1249 is **Attachment #1**.



ADMINISTRATOR _____
Last Name, First Name (Middle Initial)

TITLE _____

BUILDING(S): _____

SCHOOL YEAR: 2013/2014

**DOMAIN I
AGGREGATE STUDENT GROWTH AND ASSESSMENT DATA**

FORMULA = AVERAGE % of STUDENTS meeting (or exceeding) identified growth data target(s) *multiplied* by 25 points.

_____ % x 25 = DOMAIN TOTAL _____
(Out of 25 points)

EXAMPLE CALCULATION:

List teachers in the school(s) in which the administrator works as an administrator or for a central-office level school administrator, for the entire school district... MCL 380.1249(3)(b) ³	% students meeting/exceeding growth target
1. Smith	96%
2. Jones	75%
3. Doe	82%
4. Campbell	98%
5. Franks	72%
6. Etc.	—
<i>Average</i>	84.6% = 85%

85 % x 25 = 21
(Out of 25 points)

Evidence/Artifacts: ATTACH CHART

Comments:

³ MCL 380.1249(3)(b) - For the annual year-end evaluation for the 2013-2014 school year, ...25% of the annual year-end evaluation shall be based on student growth and assessment data.... The student growth and assessment data to be used for the school administrator annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator or, for a central-office level school administrator, for the entire school district or intermediate school district.

DOMAIN II – LEADERSHIP

- a) ___ Demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs and values.
- b) ___ Utilizes student, parent, and staff feedback in the decision making process.
- c) ___ Identifies, pursues, and creatively coordinates, the use of available human, material and financial resources to achieve the school's mission and goals.
- d) ___ Articulates beliefs persuasively, effectively explains decisions, checks for understanding, and behaves in ways that reflect these beliefs and decisions.
- e) ___ Writes and speaks clearly and concisely so the message is understood by the intended audience.
- f) ___ Uses appropriate communication modes, including, current technologies, to communicate the school's philosophy, needs, mission, and accomplishments.
- g) ___ Demonstrates skills in listening, as well as giving and receiving feedback.
- h) ___ Selects, assigns, and organizes staff in a way that assures the greatest potential for clarifying and accomplishing the school's mission.
- i) ___ Ensures that building level decisions and procedures be consistent with Board policy, contracted agreements, and State/Federal laws and regulations.
- j) ___ Works with staff and community to create and maintain a safe and orderly learning environment.
- k) ___ Develops and implements equitable and effective schedules, budgets, and timelines.

CIRCLE ONE RATING:

Ineffective (20)	Minimally Effective (25)	Effective (30)	Highly Effective (35)
Inconsistently provides building level leadership; communicates inconsistently and unclearly with stakeholders.	Provides building level leadership based on available data and input; communicates with all stakeholders.	Consistently provides building level leadership based on available data and input; communicates consistently and clearly with all stakeholders.	Consistently provides building level leadership based on available data and input and contributes to district level leadership. Communicates proactively and clearly with all stakeholders.

Evidence/Artifacts:

Comments:

DOMAIN III – GOAL PROGRESS

- a) ___ Supports School and District Improvement Process involving the school community in the creation of goals.
- b) ___ Conducts needs assessments and uses data to make decisions and to plan for school/ department improvement.
- c) ___ Develops and monitors a Strategic Plan in accordance with District Initiatives.
- d) ___ Documents progress toward goals.
- e) ___ Understands the dynamics of change and change process: (1) Is knowledgeable about change, (2) Is able to assess the organization's readiness for change and (3) Understands the dynamics of resistance to change and how it can be reduced.
- f) ___ Monitors and shares relevant data with stakeholders.
- g) ___ Supports and documents interventions for students who demonstrate academic, social or behavioral needs.
- h) ___ Monitors attendance and follows Michigan Compulsory Attendance protocol.

CIRCLE ONE RATING:

Ineffective (5)	Minimally Effective (10)	Effective (15)	Highly Effective (20)
Inconsistently facilitates the execution of the school improvement process. Inconsistently collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives.	Facilitates the execution of the school improvement process aligned to the mission and goals set by the District School Improvement Team. Collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives.	Consistently facilitates the successful execution of the school improvement process aligned to the mission and goals set by the District School Improvement Team. Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives.	Consistently facilitates the successful execution of the school improvement process to ensure that the school's identity (vision, mission, values, beliefs, and goals) actually drives decisions and informs the culture of the school and daily operations. Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives.

Evidence/Artifacts:

Comments:

DOMAIN IV – CURRICULUM, INSTRUCTION & ASSESSMENT

- a) ___ Convenes staff to review implementation of the curriculum framework and common core of learning on a regular basis.
- b) ___ Encourages students and staff to participate in activities that enhance and complement what is learned in the classroom and provides varied support strategies.
- c) ___ Engages staff in the study and practice of effective teaching strategies.
- d) ___ Works with staff to create an effective professional development plan.
- e) ___ Ensures that all assessment criteria and procedures are completed.
- f) ___ Uses both formative and summative evaluations that include observation, conferencing, and collaboration skills.
- g) ___ Uses district evaluation tools within agreed upon timelines.

CIRCLE ONE RATING:

Ineffective (5)	Minimally Effective (10)	Effective (15)	Highly Effective (20)
Inconsistently reviews curriculum, instruction, and assessment practices and provides few opportunities for professional learning.	Reviews curriculum, instruction, and assessment practices and provides opportunity for professional learning related to curriculum, instruction, and assessment.	Consistently reviews curriculum, instruction, and assessment practices and consistently provides opportunity for feedback and professional learning related to curriculum, instruction, and assessment.	Consistently reviews curriculum, instruction, and assessment practices and consistently provides opportunity for feedback and professional learning related to curriculum, instruction, and assessment. Contributes to district level curriculum, instruction and assessment initiatives. Provides staff with research-based resources to enhance curriculum, instruction, and assessment practices.

Evidence/Artifacts:

Comments:



ANNUAL ADMINISTRATOR EFFECTIVENESS RATING

ADMINISTRATOR _____
Last Name, First Name (Middle Initial)

TITLE _____

BUILDING(S): _____

SCHOOL YEAR: 2013/2014

DOMAINS:

I. STATE MANDATED

AGGREGATE STUDENT GROWTH AND ASSESSMENT DATA:

(Out of 25 points)

II. LEADERSHIP:

(Out of 35 points)

III. GOAL PROGRESS:

(Out of 20 points)

IV. CURRICULUM & INSTRUCTION:

(Out of 20 points)

TOTAL POINTS:

(Out of 100 points)

EFFECTIVENESS RATING:

(Choose based on ranges listed below)

Ineffective (IE).....49 or less points

Minimally Effective (ME).....50-72 points

Effective (E)73-89 points

Highly Effective (HE)90-100 points

Signature of Acknowledgement

Administrator _____

Date _____

Superintendent (or designee) _____

Date _____

STRATEGIC PLAN:

SCHOOL IMPROVEMENT PLAN AT A GLANCE:

Signature of Acknowledgement	
Administrator_____	Date_____
Superintendent (or designee)_____	Date_____