

Dearborn Public Schools Administrator Evaluation/Improvement Program

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Our Mission

The Mission of the Dearborn Public Schools, in partnership with families and the community, is to educate all students to high academic standards within a safe, stimulating environment and ensure they are prepared to become productive citizens.

Our Vision

- We see a school community that supports and builds on the strengths of each student, uses innovative instructional practices, and inspires students to think critically and creatively and practice collaborative behaviors in school and community.
- We see an educational partnership in which the school staff, families, and members of the community share the responsibility of educating each student in an atmosphere of trust and mutual respect.
- We see a continually changing teaching and learning environment that uses technology and research based best practices as a basis for developing and implementing sound educational programs and instructional practices.
- We see a school community that honors government mandates and insists its students achieve beyond those mandated expectations.
- We see a school community that respects, appreciates, and celebrates our diversity and similarities.
- We see a school community that integrates the Core Values, including Honesty, Responsibility, Respect for Self and Others, Integrity, Courtesy, and Citizenship into daily life.

Dearborn's Improvement Plan

NON-NEGOTIABLE GOALS

What

When

Ways

Student Achievement	Resources	Community	Data/SI	Celebration
<u>ELA</u> Focus on writing & reading comprehension <u>Mathematics</u> Focus on problem solving/critical thinking	Balanced budget Revenue enhancement No borrowing	Parent involvement Partnerships (City, HFCC, WSU, UM)	Inform instruction Inform parents Professional development Provide feedback	Staff Students Graduate guarantee

Five Year Process
with ongoing School Improvement Council's review, visits and feedback

NON NEGOTIABLE FACTORS THAT INFLUENCE STUDENT LEARNING

School	Class	Student	District
Viable curriculum	Instructional strategies	Home environment	Resource alignment
SMART goals	Classroom management	Learned intelligence/ background	Data driven decisions
Parent/Community involvement	Classroom curriculum design	Motivation	
Safe/orderly environment			
Principal leadership			

Marzano & Others

The Twelve Influences on Student Learning.

1. Guaranteed and Viable Curriculum
2. Challenging Goals and Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism
6. Strong Leadership
7. Instructional Strategies
8. Classroom Management
9. Classroom Curriculum Design
10. Home Environment
11. Learned Intelligence and Background Knowledge
12. Motivation

The successful work of the administrator will only be realized in the creation of a culture in which leadership:

- Is distributed among all members of the school community;
- Consists of open, honest communication;
- Is focused on the use of data, teamwork, research-based practices;
- Uses modern tools to drive ethical and principled, goal-oriented action.

This culture of disciplined thought and action is rooted in the ability of the relationships among stakeholders to build a trusting, transparent environment that reduces stakeholders' sense of vulnerability as they address the challenges of transformational change.

The Purpose of the Evaluation

The administrator performance evaluation process will:

- Serve as a guide for administrators as they reflect upon and improve their effectiveness as school leaders;
- Focus the goals and objectives of the District in supporting, monitoring and evaluating administrators;
- Guide professional development for administrators;
- Serve as a tool in developing coaching and mentoring programs for administrators.

Who Will Be Evaluated

All administrators will be evaluated annually in compliance with the Michigan Revised School Code that was modified on July 19th, 2011.

Administrator's Name: _____ School Year: _____

Step & Date *	ACTIVITY	The Administrator will:	The Evaluator will:	End Date
Step 1 (August)	Orientation: Distribute a complete set of materials to administrators at the General Administration Meeting	Examine the materials and follow the instructions	Conduct the Orientation	
Step 2 (Sep. 30)	Pre-Evaluation Planning: Using the rubric, the administrator will self-assess.	<input type="checkbox"/> Self-assess using the Rubric <input type="checkbox"/> Formulate goals and work with Evaluator on finalizing these goals and pertaining artifacts.	Provide clarification if needed	
Step 3 (Oct.31)	Meeting with the Evaluator: Discuss the self-evaluation, goals, and the data to be gathered for the evaluation process. They agree on the evidence that will confirm the level of performance.		Discuss and agree on goals, data needed, and performance level	
Step 4 (Nov. 1st – Mar. 30)	Data Collection: Data may include the artifacts listed under each standard	Collect the data to use as evidence of accomplishing the goals	Mid Year Visit to the school to observe the environment and interact with teachers and other members of the school community	
Step 5 (May 1)	Consolidated Performance Assessment	Prepare a brief summary of the data and artifacts and submit the report to the evaluator by May 1st	Provide clarification if needed	
Step 6 (Jun. 15)	Meeting Between Administrator and Evaluator	Meet with the evaluator to discuss and receive his/her summary evaluation (prepared prior to this meeting) Update school profile and submit.	1. Work with the Administrator on the outcomes of the evaluation and the recommendations for the professional growth goals for next year 2. Present final report by June 15	

At the conclusion of the required steps this form and the Goal/s form will be completed and signed by the Administrator and the Evaluator. A copy of this page, part I (the goals), and the school profile will be forwarded to the HR file. Also, the mid year visit form and end of year evaluation form must be signed by the administrator and evaluator.

*All dates and timelines are recommended but not absolute pending individual situations.

*All year-end evaluations must be turned into Human Resources by June 15th.

Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Diagnosis and Planning

The administrator:

	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
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a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

A. Priority Management and Communication

The administrator:

	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
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a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	While maintaining responsibility, delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others or delegates inappropriately.	Does almost everything him or herself or delegates almost all responsibilities.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority email and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

B. Curriculum and Data

The administrator:

	4	3	2	1
	Highly Effective	Effective	Minimally Effective	Ineffective

	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
a. Expectations	Ensures that all teachers buy into clear, manageable, standards-aligned grade-level goals.	Provides teachers with exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Fails to give teachers clear direction of student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Ensures that each grade-level/subject area team is invested in reaching measureable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Provides teachers with effective curriculum materials and technology.	Supplies teachers with curriculum materials.	Fails to provide teachers with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not suggest the need for analyzing student test results.
g. Causes	Ensures that data meetings to engage in a no-blame, highly productive search for root causes and hypothesis testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Ensures that all teachers are invested in using assessment data for effective re-teaching, tutoring, and other interventions.	Expects teachers to use interim assessment data for re-teaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide expectation, time or leadership needed for teachers to effectively use
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors grades, attendance, behavior, or others variables to inform decisions.	Is inattentive to important school data.
j. Celebration	Builds positive culture, climate and efficacy by encouraging colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes sole credit for improvements in school performance and misses opportunities to celebrate success.

C. Supervision, Evaluation, and Professional Development

	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
The principal:				
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, school-wide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

D. Discipline and Family Involvement

	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
The principal:				
a. Expectations	Collaborates with staff to create and implement clear, school-wide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes school-wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Responds effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Responds quickly with disruptions to learning and looks for underlying causes.	Responds firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Attempts to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/ teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Communicates with home multiple times per month in multiple ways: newsletter, daily bulletin, teacher and school blogs, electronic grading program, email and phone.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

E. Management and External Relations

	4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective
The principal:				
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Defly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

The Rubric is based upon work by Kim Marshall and permission is given by him on the rubric to use and modify the information as needed.

School Profile: _____

This form is to be used by the Administrator to summarize their current building and share with the evaluator for discussions leading to the agreement on goals and artifacts. Both the Self Reflection instrument and data from the School Profile are to be used to create goals.

Years (Use 3 years of data)				Years in this specific role (3 years of data.			
Enrollment							
Number of teachers				Number of FTEs			
Number of paraprofessionals				Number of para-professional FTEs			
Number of ED students				% of ED enrollment			
Number of ELL students				% of ELL enrollment			
Number of SE students				% of SE enrollment			
Intervention FTEs (SSW, Resource Teachers, etc.)							

ACCOUNTABILITY ASSESSMENT GROWTH (last three years of MEAP ELA and Math data & MME data)

Please include at least three data sources from multiple years including overall AYP proficiency index percent proficient for Mathematics and English Language Arts.

You may also include additional data artifacts that are presented in a graphic manner. Examples of data that you may use in other categories include: DRA, ELPA, Common Assessment Data, Explore, Plan, SRI, or other assessment data that is being used in a systematic manner in the administrator’s school/department.

Year (3 years)	AYP Proficiency Index Percent Proficient				Other:		Other:	
	Math	Reading	Writing	ELA	Pre	Post	Pre	Post
State Avg. Year.								

Data on subgroups:(add three years of data).

Reading				Writing			
SE				SE			
LEP				LEP			
Non-LEP				Non-LEP			
ED				ED			
All students				All students			

Math			
SE			
LEP			
Non-LEP			
ED			
All students			

School Improvement Process	
Number of staff members actively taking part on School Improvement Team	
Number of parents actively taking part on School Improvement Team	
Did you share your SIP with your parent group at your school?	
How often did your SI team meet last year?	
Do you keep agenda/minutes for these meetings?	
Did your SI team insure that the SI plan was followed and implemented?	

Attendance

Percent of students absent 10 days or more	
What steps have you taken to address truancy?	

Interventions for struggling students:

Area of intervention	Intervention	Success rate?

Discipline and Social programs:(Add 2 Years of Data)

Program		

What forms of evaluative feedback have you participated in? (i.e. 360 evaluation, parent surveys, staff surveys, ...)

Suggested Artifacts to attach:

SIP feedback – mid year/end-of-year	Professional Development calendar
Parent involvement initiatives	SIP Evaluation Form (strategy list)
List of interventions	Technology Plan
Sample Teacher Evaluation	Parent Survey
Staff Survey	

Optional Administrative Summary:

Please note the following regarding the weighting of the final evaluation rating determination. This is being implemented to comply with state legislation that was passed on July 19, 2011 regarding administrator evaluations. This is subject to change pending the recommendations of the Michigan Council on Educator Effectiveness.

2012-13- A significant Portion based on Student Growth Data as calculated in the school profile
2013-14 -- 25% based on student growth data as calculated in the school profile
2014-15-- 40% based on student Growth data as calculated in the school profile
2015-16 -- 50% based on student Growth data as calculated in the school profile

The Administrator Evaluation Committee will meet periodically to review the evaluation process and will make further specific recommendations regarding the tabulation of student growth data.

Mid Year Visit Findings (The Evaluator will conduct visits to the school in the period from December to April and will complete the following assessment based on walkthroughs, observations, discussions with teachers and parents, and a conference with the principal):

EVALUATOR COMMENTS

ADMINISTRATOR COMMENTS (optional).

Administrator’s Signature: _____ Date: _____

Evaluator’s Signature: _____ Date: _____

Brief Summary - Due By May 1st (The Administrator will report on the accomplishment of goal):

Describe accomplishments in meeting this goal	Describe aspects of the goal that remained unaccomplished with explanation(s)

Administrator's Response/Comments:

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Total Days Absent (Current School year to date):

_____Illness _____Care of Family _____Personal Business _____Conferences
_____District Related _____Other (Please Explain:_____)

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Highly Effective Effective Minimally Effective Ineffective

All teachers and administrators that I supervise in my area of responsibility have been evaluated in a timely manner according to the recommended guidelines in the evaluation documents.

Yes No

Signatures

Administrator: _____ **Date:** _____

Evaluator: _____ **Date:** _____

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