

Garden City Public Schools
School Advance Administrator Evaluation System
Administrator Evaluation: Postings and Assurances
Non-State Approved Evaluation Tool; District-Approved Evaluation Tool

Per MCL 380.1249b: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for school administrators. Complete language (including requirements) for MCL 380.1249b can be found [here](#).

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to School Advance Administrator Evaluation System.

Derek Fisher

Printed Name of Superintendent



Signature of Superintendent

06/17/2016

Date of Adoption in District

Research Base for the Evaluation Framework, Instrument, and Process [Section 1249b(2)(a)]

- Please see Appendix A, as attached.

Divider

Identification and Qualifications of the Author(s) [Section 1249b(2)(b)]

- Please see Appendix A, as attached.

Evidence of Reliability, Validity, and Efficacy [Section 1249b(2)(c)]

- Please see Appendices A and B, as attached.

Evaluation Framework and Rubric [Section 1249b(2)(d)]

- Please see Appendix C for the Principal Framework, as attached.
- Please see Appendix D for the District Leader Framework, as attached.

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249b(2)(e)]

- **Conducting Classroom Observations:** Observations for administrators will occur in a variety of forms including building visits, that will involve visits during the actual school day as well as visits at various activities and events that are coordinated and facilitated by the administrator and his/her staff. Additionally, administrator participation and engagement in various meetings will also serve as a form of observation.
- **Collecting Evidence:** Administrators will submit student achievement data to the Superintendent of Schools as one form of evidence. Furthermore, each administrator will complete a self-evaluation through the *Stages, Inc.* application. Not only will anecdotal evidence be provided through the self-evaluation process, but individual administrators will also have the opportunity to upload pertinent artifacts into the application for review by the Superintendent of Schools.
- **Conducting Evaluation Conferences:** The Superintendent of Schools will meet with each administrator to develop and discuss his/her professional goals. Unless deemed necessary, or requested by the administrator, a final evaluation conference will not occur, but be facilitated through direct feedback provided via the *Stages, Inc.* application, by the Superintendent of Schools.
- **Developing Performance Ratings:** Please see Appendix E regarding Performance Ratings.
- **Developing Performance Improvement Plans:** The development of a Performance Improvement Plan or Individualized Development Plan will occur through a series of meetings in an effort to monitor the Individualized Development Plan. The Individualized Development Plan will be developed during an initial meeting between the Superintendent of Schools and the administrator using the template, as provided in Appendix F.

Description of Plan for Providing Evaluators and Observers with Training [Section 1249b(2)(f)]

- Administrators who are being evaluated using the *School ADvance Administrator Evaluation System*, as well as evaluators who will be utilizing the tool to evaluate administrators, will engage in training provided by designated *School ADvance* trainers. As of September 12, 2016, Garden City Public Schools is working with personnel from *School ADvance* to determine dates for training, targeting completion of training by no later than January 31, 2017. Please see Appendix B for more information.
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RESEARCH AND DEVELOPMENT

The six guiding principles for designing performance evaluation and feedback systems that support learning, growth, and adaptation were developed by Dr. Patricia Reeves and Dr. George Aramath, based on a two year meta-analysis of the literature on performance assessment and feedback.

The administrator evaluation rubrics were developed by Dr. Reeves and Mrs. Patricia McNeill based on a one-year meta review of extant administrator evaluation instruments and research bases.

The work for both were significantly informed by the work of the Wallace Foundation, including two Michigan based Wallace Foundation grant projects focused on school level leadership development. Dr. Reeves served on the grant faculty teams for both of these projects with the late Dr. Van Cooley and Dr. Jianping Shen of Western Michigan University.

Dr. Reeves and Mrs. McNeill are also experienced school administrators who each served for over two decades as school administrators in Michigan.

ASSURANCES

School ADvance is aligned with Michigan Statutory requirements for Administrator (including Superintendent) Evaluation.

To view the "assurances" document verifying how School ADvance meets the Michigan statutory requirements for administrator evaluation systems, [click here](#).

To access and download the [Implementation Fidelity Document for Michigan Users](#) document [click here](#). The document is a pdf that can be edited.

WHO CREATED SCHOOL ADVANCE?

Dr. Patricia Reeves, Patricia McNeill, and Dr. George Aramath are principal investigators and designers of the School ADvance Administrator Evaluation System. Dr. Reeves is an Associate Professor of Educational Leadership and Research at Western Michigan University; Patricia McNeill is the Executive Director of MI-ASCD; and Dr. George Aramath is a doctoral candidate who graduated December 2013 from the Educational Leadership program at W.M.U.

Collaborators on this work include members of the MASA and MI-ASCD staffs, practicing school leaders, higher education faculty in school leader preparation, members of the school boards and principals associations in Michigan, and both in- and out-of-state sources in educator evaluation.

- [Dr. Patricia Reeves Full Bio](#)
- [Patricia McNeill Full Bio](#)

PHILOSOPHY AND APPROACH

The School ADvance Administrator Evaluation System is based on Four Assumptions, which are grounded in the work of researchers in the field of educator performance evaluation:

- The ultimate goal of educator evaluation is to achieve better results for students by fostering improved effectiveness of teachers and leaders.
- New accountability requirements have enormous implications for administrators' expertise—and for the way they do business and spend their time.
- High-stakes accountability must be balanced with ongoing feedback and support for continuous improvement.
- Evaluation should not be something we do to people; rather, it should empower employees to take responsibility for their own learning, growth, and performance.

The School ADvance System holds to **Ten Core Values**, which we believe hold up through many perspectives—community, board, administrator, teacher, student. Those **Ten Core Values** are the following:

1. Growing capacity for better student results
2. Two-way dialogue and interaction
3. A grounding in research supported practice
4. Self-Assessment and reflective practice
5. Authentic feedback

Appendix A

6. Growth targets that really matter
7. Personal ownership
8. Context, conditions, and student characteristics
9. Multiple sources of data/evidence
10. Student results

Moreover, the developers have identified **six research-aligned principles** and critical elements that must be part of any comprehensive educator evaluation system for teachers and administrators.

As a result, the School ADvance Administrator Evaluation System is:

1. **Authentic**, using evidence-based practices to achieve better student outcomes
2. **Professional**, building personal commitment and efficacy for growth and improvement
3. **Purpose Driven**, focused on measurable improvement targets for student success
4. **Adaptive**, fostering self-assessment, reflective practice, action research, and innovative methods of improving student results
5. **Evidence Based**, data informed, using multiple sources of qualitative and quantitative data tied to student achievement and evidence-based practice including achievement and observation data
6. **Inclusive**, serving all, with alignment between student, teacher, administrator, and district improvement goals

By incorporating these elements, School ADvance can assist teachers, administrators, and boards of education in answering the three important questions regarding their own work:

- *Where am I right now in my learning and performance?*
- *Where should I focus next to learn, grow, and improve?*
- *How should I proceed to reach that next level of performance?*

Information taken from School Advance Administrator Evaluation System web site at <http://www.qoschooladvance.org/node/97>.



Implementation Fidelity Document for Michigan Users

This document provides a general guideline for the implementation and use of the School ADvance™ Administrator Performance Assessment, Development, and Evaluation System. This guideline references critical areas of the implementation process and use, but adopters of the School ADvance System should refer to the School ADvance User's Manual and training documents for specifics of each of those critical areas. Districts and schools that hold a valid limited licensing agreement with School ADvance™ may download and post this Implementation Fidelity Document on the district or school web site along with a link to the School ADvance™ Assurances Document for Michigan Users as a means to providing internal and external stakeholders with information regarding implementation fidelity. Users are advised to indicate in the columns below the status and progress in achieving implementation fidelity.

No part of this document may be modified except where the document provides columns for user notations regarding implementation status and progress in achieving implementation fidelity. School ADvance™. School ADvance™ holds copyright © to this and all other documents provided by and officially associated with the School ADvance Administrator Evaluation System All Rights Reserved.

Appendix B

Implementation Fidelity Critical Element	Date Completed	If Not Completed, Current Status	Projected Completion Date
The District/School has completed the School ADvance™ limited license agreement as required per the terms of that agreement		According to School ADvance, the limited license agreement will be granted upon completion of training.	December 31, 2016
If utilizing a third party provider of an on-line management system for access and use of the School ADvance™ System, the District/School has executed the required addendum to the School ADvance limited license agreement with School ADvance™ and that third party provider		Limited license agreement will be completed with School ADvance and Stages, Inc., when training and limited license agreement have been completed.	December 31, 2016
The District/School has completed the required School ADvance™ training for all personnel who either evaluate others or are evaluated using the School ADvance System. Providers authorized by School ADvance, LLC, must provide this training.		School ADvance training has been scheduled for December 5 & 6, 2016.	December 31, 2016
The District/School has established a plan to insure that all persons covered under the requirements of PA 173 of 2015 and hired or placed after the completion of the required School ADvance™ training also complete the training within 6 months of hire or placement date.		As noted above, training has been scheduled for December 5 & 6, 2016, and will fall within the recommended 6 month timeline.	December 31, 2016
The District/School has secured and is using the official current version of the School ADvance™ Evaluation Instrument and Implementation Tools.	09/06/16		
The District/School has not modified the language of the School ADvance™ Evaluation instrument or tools without the express written permission of School ADvance™ through an authorized agent of School ADvance, LLC.	09/06/16		
The District/School is implementing the School ADvance™ Evaluation System in accordance with the implementation guides provided by School ADvance™ through its official training materials and User's Guide.		Once training has occurred, it is intended to follow the implementation guides provided by School ADvance.	
Optional: The District/School has opted to implement the School ADvance™ per the phase-in plan authorized by School ADvance™ as detailed in the School ADvance Training and User's Guide.	N/A		
Optional (available starting September, 2016): The District/School holds a subscription to the School ADvance™ Implementation Support Network	N/A		

The undersigned District/School official verifies that the implementation fidelity elements described above are accurately reported in this document as of the date indicated below:

Name of authorized District/School Official:

Title: **Derek Fisher, Superintendent**

Date: **September 6, 2016**



SUMMATIVE RUBRICS For PRINCIPAL Evaluation by Domain, Factor, and Characteristic

The Summative Rubrics provide administrators and their evaluators with a condensed version of the Formative Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation User Manual). This set of Summative Rubrics is organized around the four practice domains (Domains 2-5) and eight practice factors for the principal evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form. The Summative Rubrics match directly to the School ADvance performance evaluation framework and formative rubrics for either the principal or central office/superintendent position. The summative statements can be used as the basis for the summative performance assessment and the Formative Rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summative Rubrics collapses several characteristics listed within the Formative Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

NOTE: There is no Summative Rubric needed or provided for Domain 1—Results

Color Key for Rubrics:

	Domains
	Factors
	Characteristic



SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

5 Performance Domains & 9 Performance Factors

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments** and/or
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of building students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***



SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

PRINCIPAL Evaluation Instrument: 5 Performance Domains & 9 Performance Factors

*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.



SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains and communicates an informed vision of success for all students	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	And sets both an example and an expectation for treating all persons with civility, respect, and dignity
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with staff, students, parents, and community to build a shared vision of learning for all students	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses valid data, information, and research to inform goals, strategies, and practices	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Conducts his/her work in a fair, legal, and ethical manner	And, holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	And ensures that staff communicates 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 assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	And assists staff in developing a repertoire of research 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
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of assessment practices and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	And provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies, Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	And informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	And monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district and establishes school systems, processes, and procedures that guide the operation of the school	And ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes procedures for and regularly monitors the school's fiscal management and financial status	And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
Community Building Factors			
Relationships Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Forms relationships with staff, students, families and the broader school community	And, is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school
Inclusion Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Welcomes and invites parents and members of the diverse community to be involved with the school	And responds to concerns of students, parents, and the community—involving them in ways that are meaningful and relevant	And ensures all segments of the community are included, involved, respected, and valued
Communications Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates regularly with internal and external stakeholders about student achievement	And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Creates school routines to examine and question student and school results	And establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals	And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 5 – Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	And assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	And provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	And works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	And provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 5 – Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	And establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	And works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Involves staff in school decision making processes and recognizes staff leadership	And helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	And identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 5 – Systems Continued			
Human Capacity Development Factors Continued			
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP)	And works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
Productivity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	And makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity



SUMMATIVE RUBRICS FOR DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

The Summative Rubrics provide administrators and their evaluators with a condensed version of the Formative Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation User Manual).

This set of Summative Rubrics is organized around the four practice domains and nine practice factors for the central office/superintendent evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form.

The Summative Rubrics match directly to the School ADvance performance evaluation framework and Formative Rubrics for either the principal or central office/superintendent position. The summative statements can be used as the basis for the summative performance assessment and the Formative Rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summative Rubrics collapses several characteristics listed within the Formative Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

NOTE: No Summative Rubric is needed or provided for Domain 1—Results.

Color Key for Rubrics:

	Domain
	Factor
	Characteristic

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

5 Performance Domains & 12 Performance Factors

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of district teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified assessments**; and/or
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of district students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of district students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of district students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified district process and program improvement targets based on the district's improvement plan***	Meets established annual school process and program improvement targets based on the district's improvement plan***	Exceeds established annual school process and program improvement targets based on the district's improvement plan***

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Explanations of Page 1 asterisk items for District Results

*This approach allows the district to establish student achievements targets for the district and each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. **Where possible, School ADvance recommends that student achievement targets be set around individual student growth using a robust statistical algorithm that accounts for variability in student and other factors. This may require technical assistance through a qualified statistician or the purchase of data analysis services through a qualified source.** Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school level process/program improvement targets based on the district's school improvement plan. This approach also allows the district to use a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the district's improvement plan.

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Mission and Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains and communicates an informed vision of success for all students	And, engages stakeholders for shared commitment and responsibility to achieving a shared and informed vision of success for all students	And assists all stakeholders in maintaining focus, commitment, and consistent monitoring to achieve the shared and informed vision of success for all students
Goals and Expectations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes, stays focused on, and monitors own performance related to clearly articulated goals and expectations of success for all students	And works with the board, administration, and staff to establish and monitor shared goals and high performance expectations in service of the district mission and vision for student success	And works with parents and other community stakeholders to establish and monitor progress on shared goals and high performance expectations in service of the district mission and vision for student success

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Culture Factors			
Values, Beliefs, Principles, and Diversity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Holds, communicates, and acts in accordance with values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	And assists the board in establishing district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	And works with district leaders, staff, students, parents, and the community to develop shared district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
Language, Traditions, Celebrations, and Stories Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses a variety of means to celebrate communicate, and build upon the history, traditions, mission, and vision of the district	And works with the board, administration, staff and students to develop shared language, traditions, and stories that communicate and celebrate the mission and vision of the district	And works with the board, administration and staff to engage and enlist students, parents and the community in celebrating the district and community's shared history, traditions, accomplishments, and future aspirations.

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Leadership Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Takes personal responsibility to stay informed on evidence based practices to support his/her personal leadership and the work of the district	And guides the board, administration, and staff to stay informed on evidence based practices to support the work of the district and establish district and school goals	And works with the board, administration and staff to use multiple sources of evidence to establish priorities among research supported practices to inform the work of the district and establish district and school level goals
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the district	And works with administration and staff to establish and maintain focus on both short/long term priorities and systemic strategies that align with school and district goals	And works with the board to develop and remain focused and persistent in achieving a systemic plan that increases compatibility and sustainability of district priorities and strategies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 2 – Leadership Continued			
Leadership Behavior Factors Continued			
Fair, Legal, Honest, and Ethical Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Conducts his/her work in a fair, legal, and ethical (i.e. professional) manner	And assists the board in holding district personnel accountable for fair, legal, and ethical conduct	And works with the board, administration, staff, students and parents to establish district policies, practices, and culture that support fair, legal, and ethical conduct
Adaptive and Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains effective personal work habits and adopts new skills and practices as needed to be effective in his/her work	And models and sets expectations for administration and staff to use habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency	And works with the board to recognize and reward habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

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Domain 3 – Systems Alignment			
High Quality and Reliability Instructional Program Factors			
Guaranteed and Viable Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff understand and use the district curriculum consistently and appropriately to plan and deliver instruction	And ensures that the district curriculum aligns with state and national standards and is appropriate for all district students	And works with building leaders to ensure that the district curricular and extra-curricular programs are appropriate for the student population and understood by all students and parents
Research Based and Differentiated Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes processes for teachers and administrators to identify and apply evidence-based instructional practices	And works with district leaders to establish expectations and support for differentiated instruction and intervention using evidence-based strategies to meet the needs of all students	And establishes reliable processes for teachers to regular monitor, evaluate, adapt, and improve instructional strategies to meet the needs of all students

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

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Domain 3 – Systems Alignment Continued			
High Quality and Reliability Instructional Program Factors Continued			
Standards Based Assessment and Feedback Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops the knowledge and skill of teachers and administrators in applying effective assessment and feedback practices	Ensures that teachers and administrators use effective assessment and feedback practices to improve student learning	And establishes a fully coordinated and comprehensive district assessment and feedback system that guides teachers and administrators in using assessment results to improve student learning
Technology to Expand Learning Opportunity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the district develops and maintains a technology plan that addresses technology for teaching, learning, and school operations	And works with administration and staff to ensure that the plan reflects best practices for expanding and enhancing learning access and opportunity for students	And provides advocacy and opportunity for administrators, staff, and students to pursue and implement innovative uses of technology to achieve district goals

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 3 – Systems Alignment			
Safe, Effective, Efficient School Operations Factors			
Policies and Laws Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge of and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	And works with district leaders to inform and hold district personnel accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	And works with the board and district leaders to align and monitor district policies, regulations and procedures with the district mission, vision, and goals as well as state and federal laws and contractual agreement
Systems, Processes, and Programs Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Trains district leaders and monitors adherence to state, federal, and district laws, policies, and program requirements	And works with district leaders to maintain and improve systems alignment and solicit stakeholder feedback on the effectiveness of district and school programs, services, policies, processes, and procedures	And works with district leaders, staff, and stakeholders to update and adapt district programs, services, policies, processes and procedures as needed to support the district's mission, vision, and goals and remain consistent with current laws.
Fiscal and Material Resource Management Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains district-wide adherence to established fiscal and resource management policies, systems, and processes, and procedures	And works with the board and administration to establish policies and procedures for fiscal and resource management that include processes for multiple year tracking, alignment and realignment, communication, and future projections	And works with the board to establish fiscal and resource management goals that support the district mission and vision, maintain transparency with all stakeholders, establish update and replacement systems for hard assets, and seek out/secure new resources

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SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

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Domain 3 – Systems Alignment Continued			
Safe, Effective, Efficient School Operations Factors Continued			
Human Resource Management Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board and district administration to align and follow district personnel practices with state/federal laws, district policies, job descriptions, employment policies, and contracts	And works with the board and administration to provide training to district personnel regarding effective, hiring, assignment, promotion, discipline, dismissal, and performance evaluation policies, practices, and procedures	And works with the board and administration to evaluate and improve district hiring and employment practices and align district roles and responsibilities to achieve the district's mission, vision, and goals
Non-instructional Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes a district technology plan with goals and strategies for operations and communications and ensures that the district maintain up-to-date communications through web sites and telecommunications tools	And establishes a regular cycle for evaluating non-instructional technology resources, examining new options for improved operations and communications, and refining web-based and telecommunications resources	And establishes processes for testing and evaluating innovative ideas and funding for improved operations and communications technologies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 4 - Processes			
Community Building Factors			
Board Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works to build positive relationship with the board, establish the district mission, vision, and goals, conduct effective board routines, and engage internal and external stakeholders	And assists the board to enhance internal board relations, monitor progress in achieving the district mission, vision, and goals, and follow effective board routines and procedures, and work effectively with internal and external stakeholders to achieve district goals	And works with the board to enhance relationships and communications with internal and external stakeholders, refine board routines and processes, and improve levels of engagement with internal and external stakeholders to achieve the district's mission, vision, and goals
Leadership Team Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with district leaders to build productive relationships and follow established processes and administrative work routines to carry out the district mission, vision, and goals and engage internal and external stakeholders	And works with district leaders to build effective leadership team relations and operations in service of the district mission, vision, goals, and both internal and external stakeholders	And works with the leadership team to systematically evaluate and refine leadership team operations for working and communicating with internal and external stakeholders and carrying out the district mission, vision, and goals

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 4 – Processes Continued			
Community Building Factors Continued			
Internal and External Stakeholder Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Demonstrates current knowledge about the district and community and maintains open, responsive, and respectful interactions with parents, students, and the community	And is highly visible in both the schools and the community, encourages parent and community involvement in the schools, and solicits student, parent, and community feedback to inform the work of the district.	And establishes systems to collect and interpret feedback and community data, inform the board and community of district issues and concerns, mobilize parent and community involvement, and establish community partnerships to establish and achieve district goals and better serving students
Communications and Media Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates regularly with internal and external stakeholders and the media on student achievement, ways to be involved, and other areas of public concern	And works with the board and administration to build a multifaceted communications plan to keep both internal and external stakeholders informed, involved, and knowledgeable about the district and the schools	And works with the board and administration to establish a regular system of two-way communications with parents and the community, involve parents in their child's education, and work with the media for ongoing and special or crisis situations

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
School and District Improvement Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes and participates in leadership and staff teams that examine student results	And works with district leaders and staff to challenge assumptions, raise questions, and develop and train personnel on analytical team processes for examining district data and establishing improvement goals	And trains district leaders to challenge assumptions, raise questions and conduct collaborative inquiry and data analysis processes that lead to creating SMART Goals, Action Research and other team processes designed to establish, carry out and evaluate improvement strategies
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board, district leaders, and staff to use multiple forms of data to identify district, school, program, and personal performance improvement targets, select strategies, and monitor progress	And works with the board, district leaders, and staff to establish personal, program, school, and district performance improvement targets and identify success indicators, progress benchmarks, and trends using student background, school process, and student achievement	And develops data experts to assist the board, district leaders and staff with achieving deeper understanding of program, student, and personnel performance data, and using data more effectively in developing improvement goals and strategies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 4 – Processes Continued			
School and District Improvement Factors Continued			
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Is knowledgeable about and sets clear expectations for district personnel to use the district's data collection, storage, security, retrieval, and analysis systems to monitor student progress and program quality	And provides training and support for district leaders to learn, use, and provide evaluation feedback on district data systems for student assessment school improvement, progress monitoring, personnel evaluation, and results reporting	And provides training and support for teachers to learn, use, and provide evaluation feedback on district assessment and data systems and use the data systems to develop classroom and individual student learning profiles.
Aligned Improvement, Monitoring, and Reporting Processes Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board, district leaders, and staff to understand and follow the district school improvement, monitoring, and reporting processes and procedures	And works with the board, district leaders, and staff to provide training for and opportunities to evaluate the district school improvement, monitoring, and reporting processes and procedures	And works with the board, district leaders, and staff to ensure that all district planning and improvement processes are well aligned, yield compatible improvement plans, and are supported by district data, monitoring, and reporting systems

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Domain 5 – Capacity Building			
Human Capacity Development Factors			
Professional Learning Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal growth plan and ensures that district leaders and staff create their own personal growth plans in accordance with the district performance evaluation and professional learning systems	And establishes processes for self and others to inform personal growth plans with data and research, work together to shape a professional learning culture, and develop an induction, mentoring and coaching program for administrators and teachers	And establishes, evaluates, and participates in a district professional learning system aligned with standards for professional learning and the district for induction, mentoring, and coaching and personnel evaluation systems
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board and district leaders to involve staff in school decision making processes and develop staff, student, and parent leaders	And provides meaningful leadership roles for staff, students, parents and community members, training to develop leaders, and mentoring and coaching to support leaders.	And empowers emerging and established leaders, recognizes and supports their work, and celebrates their contributions

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

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Domain 5 – Capacity Building Continued			
Human Capacity Development Factors Continued			
Adaptation and Innovation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Seeks out, encourages, and recognizes adaptive and innovative ideas from district leaders, staff, students, parents, community members, and outside sources	And creates opportunities for district personnel, students, parents and community members to explore outside resources for innovative and adaptive ideas	And empowers district leaders, staff and others to test, evaluate, and disseminate innovative and adaptive ideas that help achieve district goals and works with the board to recognize and reward those contributions
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that district personnel understand and follow all state laws and district personnel evaluation processes and procedures including the conduct of observations and feedback and development of personal growth or individual development plans (IDP)	And works with the board and district leaders to align staff, principal, and central office evaluation processes with state requirements and research based practices and provide training and coaching to all district personnel on the district performance evaluation system	And works with the board, district leaders and staff to monitor and evaluate the district evaluation system, including evidenced based performance portfolios, supervisor and peer observations, conferencing, mentoring and coaching, and team based performance improvement

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 5 – Capacity Building			
Contextual and Political Factors			
Contextual and Political Awareness			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains and uses current knowledge about the community, State and federal education laws, pending legislation, Michigan Department of Education regulations, and local State and federal legislators	And keeps district leaders and staff informed on pertinent information regarding the community, State and federal laws and guidelines, legislative matters, and opportunities for advocacy with State and federal legislators	And informs the board and community leaders on pertinent information regarding the community, State and federal laws and guidelines, legislative matters, and opportunities for advocacy with State and federal legislators
Education and Advocacy			
Ineffective	Minimally Effective	Effective	Highly Effective
	Assists the board in examining education issues, establishing positions that advocate for the best interests of students, and communicating those positions to legislators	And assists the board in communicating and explaining positions on education issues to internal and external stakeholders and legislators.	And assists the board in advocating their positions to community leaders, state and federal legislators, and government officials and in educating their public on issues of critical concern for students

Appendix E

Final Rating and Effectiveness Labels on Year-End Administrator Performance Evaluation

Domain Ratings for the *School Advance* Rubric

Individuals will be provided a rating in each of the five domains within the *School ADvance Administrator Evaluation System* rubric. Criteria for determining an effectiveness rating for each individual domain is provided below. As noted below, the criteria differs depending upon the number of factors/components within the given domain.

	Domains with Four Factors	Domains with Six Factors	Domains with Seven Factors	Domains with Eight Factors	Domains with Nine Factors
Highly Effective	- At least three Highly Effective component ratings - No Minimally Effective component ratings - No Ineffective component ratings	- At least four Highly Effective component ratings - No Minimally Effective component ratings - No Ineffective component ratings	- At least five Highly Effective component ratings - No Minimally Effective component ratings - No Ineffective component ratings	- At least six Highly Effective component ratings - No Minimally Effective component ratings - No Ineffective component ratings	- At least seven Highly Effective component ratings - No Minimally Effective component ratings - No Ineffective component ratings
Effective	- A combination of at least three Highly Effective and/or Effective component ratings - No more than one Ineffective component rating	- A combination of at least four Highly Effective and/or Effective component ratings - No more than one Ineffective component rating	- A combination of at least five Highly Effective and/or Effective component ratings - No more than one Ineffective component rating	- A combination of at least six Highly Effective and/or Effective component ratings - No more than one Ineffective component rating	- A combination of at least seven Highly Effective and/or Effective component ratings - No more than one Ineffective component rating
Minimally Effective	No more than two Ineffective component ratings	No more than two Ineffective component ratings	No more than two Ineffective component ratings	No more than two Ineffective component ratings	No more than two Ineffective component ratings
Ineffective	Three or more Ineffective component ratings	Three or more Ineffective component ratings	Three or more Ineffective component ratings	Three or more Ineffective component ratings	Three or more Ineffective component ratings

Appendix E

Rating of the *School ADvance Administrator Evaluation System* Rubric

The following criteria will be applied to determine the overall Framework rating based on the results of individual domain ratings:

Highly Effective: An overall highly effective rating will result if all domain areas from the *School ADvance* rubric receive a highly effective rating.

Effective: An overall effective rating will result if at least four domain areas from the *School ADvance* rubric are rated effective, and no areas are rated ineffective.

Minimally Effective: An overall minimally effective rating will result if two or more domain areas from the *School ADvance* rubric are rated minimally effective and no domain areas are rated ineffective.

Ineffective: An overall ineffective rating in any of the five domain areas from the *School ADvance* rubric will result in an overall rating of ineffective.

Appendix F

**Garden City Public Schools
Individualized Development Plan**

Individualized Development Plan for: _____

Previous Year Evaluation Rating(s) (please circle rating, if applicable): Minimally Effective OR Ineffective

Building: _____ Assigned Evaluator: _____

Dates of Significance	
Date of Original Meeting:	
Draft Date of Individualized Development Plan:	
Date of Review :	
Date of Review:	
Mid-Year Review Date:	

Professional Goal #1:	
Purpose of Goal:	
Teacher Plan:	Administrative Support of Goal:

Addresses the Following Domain(s) of the <i>School ADvance Administrator Evaluation System</i> (Check all that apply):	
Results	
Leadership	
Programs/Systems Alignment	
Processes	
Systems/Capacity Building	

Appendix F

Professional Goal #2:	
Purpose of Goal:	
Teacher Plan:	Administrative Support of Goal:
Addresses the Following Domain(s) of the <i>School ADvance Administrator Evaluation System</i> (Check all that apply):	
Results	
Leadership	
Programs/Systems Alignment	
Processes	
Systems/Capacity Building	

Appendix F

Professional Goal #3 (if applicable):	
Purpose of Goal:	
Teacher Plan:	Administrative Support of Goal:
Addresses the Following Domain(s) of the <i>School ADvance Administrator Evaluation System</i> (Check all that apply):	
Results	
Leadership	
Programs/Systems Alignment	
Processes	
Systems/Capacity Building	

End of the Year Evaluation Summary:

Signature of Evaluator: _____

Date: _____

Signature of Administrator: _____

Date: _____

The administrator's signature indicates that he or she has discussed and read the content of this report with the Evaluator. This signature does not indicate the administrator is in agreement with the contract.