Williamston Community Schools

Building Principal Evaluation Model

As of July 2024

Building Principal Evaluation

Planning Worksheet

As of July 2024

Administrator: _____   Date: _____

Evaluator: _____

District and School Goals (20%):

Board Goal	School Evidence & Progress/Growth	Rubric
1. Provide High Quality, Individualized Educational Experiences for All Students		**Effective:** Meets or exceeds established annual school process and program improvement targets based on the school's improvement plan **Developing:** Shows improvement on identified school process and program improvement targets based on the school's improvement plan **Needing Support:** Improvement not made based on the school's improvement plan
2. Maintain a Fund Balance Sufficient to Sustain Cash Flows		**Effective:** Meets or exceeds established annual school process and program improvement targets based on the school's improvement plan

Without Borrowing from the State		**Developing:** Shows improvement on identified school process and program improvement targets based on the school's improvement plan **Needing Support:** Improvement not made based on the school's improvement plan
3. Sustain Communication with Students, Parents, Staff, and Community		**Effective:** Meets or exceeds established annual school process and program improvement targets based on the school's improvement plan **Developing:** Shows improvement on identified school process and program improvement targets based on the school's improvement plan **Needing Support:** Improvement not made based on the school's improvement plan
4. Improve District Infrastructure and the Safety and Security of all Schools and Facilities		**Effective:** Meets or exceeds established annual school process and program improvement targets based on the school's improvement plan **Developing:** Shows improvement on identified school process and program improvement targets based on the school's improvement plan **Needing Support:** Improvement not made based on the school's improvement plan
		Effective: Meets or exceeds established annual school process and program

5. Implement a Common, Evidence-Based Grading System		improvement targets based on the school's improvement plan **Developing:** Shows improvement on identified school process and program improvement targets based on the school's improvement plan **Needing Support:** Improvement not made based on the school's improvement plan

Student Growth (20%):

Student Growth Measure	Effective	Developing	Needing Support
Average (mode) Teacher Student Learning Objective (SLO) Rating* Goal = The average (mode) SLO rating is "effective" per the SLO Reflection Rubric **Each teacher will have one (1) required SLO but can optionally create a second*	The average (mode) teacher SLO rating is "Effective" per the SLO Reflection Rubric	The average (mode) teacher SLO rating is "Developing" per the SLO Reflection Rubric	The average (mode) teacher SLO rating is "Needing Support" per the SLO Reflection Rubric
Aggregate Student Growth Percentile (State Assessment) Goal = The aggregate mean Student Growth Percentile for combined Math and ELA is between a 20-40% average for the last three years of state assessment data as reported via the SGP Multi-Year Rating Report	Meets or exceeds the established goal of a 20-40% aggregate median SGP average per the SGP Multi-Year Rating Report	Does not meet the established goal of a 20-40% aggregate median SGP average per the SGP Multi-Year Rating Report but is above 10%	Does not meet the established goal of a 20-40% aggregate median SGP average per the SGP Multi-Year Rating Report and is below 10%

Signature (Principal): _____   Date: _____

Signature (Superintendent): _____   Date: _____

Principal Evaluation Self Assessment Survey

Self assessment of leadership characteristics based on the School ADvance Administrator Evaluation System for Principal Evaluation developed by MASA and Michigan ASCD. Select the rating for each characteristic you feel most accurately describes your current performance level as described by the rubric. These data will be used to inform conversations with the superintendent and to develop a better understanding of the rubric itself.

1. Email *

_____

Domain 2: Leadership

2. Personal Vision Characteristics

Mark only one oval.

- ◯ Ineffective
- ◯ Minimally Effective
- ◯ Effective
- ◯ Highly Effective

3. Shared Vision Characteristics

Mark only one oval.

○ Ineffective

○ Minimally Effective

○ Effective

○ Highly Effective

4. Informed Characteristics

Mark only one oval.

○ Ineffective

○ Minimally Effective

○ Effective

○ Highly Effective

5. Strategic and Systematic Characteristics

   Mark only one oval.

   ◯ Ineffective

   ◯ Minimally Effective

   ◯ Effective

   ◯ Highly Effective

6. Fair, Legal, Honest, Ethical, and Professional Characteristics

   Mark only one oval.

   ◯ Ineffective

   ◯ Minimally Effective

   ◯ Effective

   ◯ Highly Effective

7.   Resilient Characteristics

Mark only one oval.

- ⬭ Ineffective
- ⬭ Minimally Effective
- ⬭ Effective
- ⬭ Highly Effective

Domain 3: Programs

8.   Curriculum Characteristics

Mark only one oval.

- ⬭ Ineffective
- ⬭ Minimally Effective
- ⬭ Effective
- ⬭ Highly Effective

9. Instruction Characteristics

Mark only one oval.

○ Ineffective

○ Minimally Effective

○ Effective

○ Highly Effective

10. Assessment Characteristics

Mark only one oval.

○ Ineffective

○ Minimally Effective

○ Effective

○ Highly Effective

11. Policies, Laws, and Procedures Characteristics

Mark only one oval.

- ○ Ineffective
- ○ Minimally Effective
- ○ Effective
- ○ Highly Effective

12. Systems, Processes, and Procedures Characteristics

Mark only one oval.

- ○ Ineffective
- ○ Minimally Effective
- ○ Effective
- ○ Highly Effective

13. Allocation and Management of Resources Characteristics

Mark only one oval.

- ◯ Ineffective
- ◯ Minimally Effective
- ◯ Effective
- ◯ Highly Effective

Domain 4: Processes

14. Relationships Characteristics

Mark only one oval.

- ◯ Ineffective
- ◯ Minimally Effective
- ◯ Effective
- ◯ Highly Effective

15. Inclusion Characteristics

Mark only one oval.

- ( ) Ineffective
- ( ) Minimally Effective
- ( ) Effective
- ( ) Highly Effective

16. Communications Characteristics

Mark only one oval.

- ( ) Ineffective
- ( ) Minimally Effective
- ( ) Effective
- ( ) Highly Effective

17. Collaborative Inquiry Characteristics

Mark only one oval.

○ Ineffective

○ Minimally Effective

○ Effective

○ Highly Effective

18. Systematic Use of Multiple Data Sources Characteristics

Mark only one oval.

○ Ineffective

○ Minimally Effective

○ Effective

○ Highly Effective

19. Data Systems Characteristics

Mark only one oval.

( ) Ineffective

( ) Minimally Effective

( ) Effective

( ) Highly Effective

Domain 5: Systems

20. Personal Use of Technology Characteristics

Mark only one oval.

( ) Ineffective

( ) Minimally Effective

( ) Effective

( ) Highly Effective

21. Learning and Teaching with Technology Characteristics

Mark only one oval.

- ◯ Ineffective
- ◯ Minimally Effective
- ◯ Effective
- ◯ Highly Effective

22. Leadership for Technology Characteristics

Mark only one oval.

- ◯ Ineffective
- ◯ Minimally Effective
- ◯ Effective
- ◯ Highly Effective

23. Professional Development Characteristics

Mark only one oval.

○ Ineffective

○ Minimally Effective

○ Effective

○ Highly Effective

24. Leadership Development Characteristics

Mark only one oval.

○ Ineffective

○ Minimally Effective

○ Effective

○ Highly Effective

25. Performance Evaluation Characteristics

Mark only one oval.

◯ Ineffective

◯ Minimally Effective

◯ Effective

◯ Highly Effective

26. Productivity Characteristics

Mark only one oval.

◯ Ineffective

◯ Minimally Effective

◯ Effective

◯ Highly Effective

Google Forms

Williamston Community Schools

Administrative Individual Development Plan (IDP)

As of: July 2024

Overview: Our belief is that the most significant personal growth comes as a result of serious internal reflection, goal setting, and feedback. An IDP is a structured format designed to outline goals, strategies, outcomes, and student growth expectations for the upcoming or current school year. Each IDP can vary depending on the needs and goals of the administrator and the recommendations of the evaluator.

Process: Complete the IDP form as indicated. The IDP must be approved/reviewed by the evaluator at the beginning, middle and end of the year. No later than the last day of June, the evaluator will assign a final effectiveness rating. If a decision is made not to renew the contract of an administrator, written notice will be given no less than 90 days prior to the existing contract expiring. The state-approved effectiveness ratings are:

- Effective
- Developing
- Needing Support

IDP Plan

School Year: _____

Administrator Name: _____   **Evaluator Name:** _____

Initial IDP Conference:

- Review and approve previous year's evaluation (as applicable)

- Review IDP form (attach)

- Mentor Assigned: _____

Administrator Signature: _____   Date: _____

Evaluator Signature: _____   Date: _____

Mid-Year Review Conference:

- Review IDP form (update and attach)

Administrator Signature: _____   Date: _____

Evaluator Signature: _____   Date: _____

End of Year Review Conference:

- Review IDP form (update and attach)

- Will an IDP be assigned for next year? Yes _____   No _____

- Rationale: School ADvance Domain and Components (list): _____

- Student Growth (explain): _____

Administrator Signature: _____   Date: _____

Evaluator Signature: _____   Date: _____

IDP Form: IDP objectives must be directly aligned to the School ADvance Administrator Evaluation System or Student Growth. If connected to the School ADvance rubric, the specific domain and component(s) must be noted. If connected to student growth, the goal can be aligned to the Student Growth Metric on the Administrative Evaluation Planning Worksheet and Evaluation Worksheet.

IDP Performance Objective One
Rationale: School ADvance Domain and Component *or* Student Growth Metric: Action Plan: Mid-Year Review Update: End of Year Review:

IDP Performance Objective Two
Rationale: School ADvance Domain and Component *or* Student Growth Metric: Action Plan: Mid-Year Review Update: End of Year Review:

Williamston Community Schools
Principal Evaluation Worksheet
As of July 2024

Effective:	100 - 70
Developing:	69 - 50
Needing Support:	49 - 0

Administrator Name: _____

District and School Goals	Effective	Developing	Needing Support	Points
Board Goal 1: Provide High Quality, Individualized Educational Experiences	4	2.4	0	
Board Goal 2: Maintain Fiscal Stability	4	2.4	0	
Board Goal 3: Sustain Communication	4	2.4	0	
Board Goal 4: Improve Infrastructure and School Safety and Security	4	2.4	0	
Board Goal 5: Implement a Common, Evidence-Based Grading System	4	2.4	0	
District and School Goals Subtotal:	20	12	0	0
School ADvance Administrator Evaluation System	**Effective**	**Developing**	**Needing Support**	**Points**
Vision for Learning and Achievement Factors				
2.1: Personal Vision Characteristics	2.4	1.44	0	
2.2: Shared Vision Characteristics	2.4	1.44	0	
Leadership Work and Behavior Factors				
2.3: Informed Characteristics	2.4	1.44	0	
2.4: Strategic and Systemic Characteristics	2.4	1.44	0	
2.5: Fair, Honest, Ethical, and Professional Characteristics	2.4	1.44	0	
2.6: Resilient Characteristics	2.4	1.44	0	
High Quality/Fidelity/Reliability Instructional Program Factors				
3.1: Curriculum Characteristics	2.4	1.44	0	
3.2: Instruction Characteristics	2.4	1.44	0	
3.3: Assessment Characteristics	2.4	1.44	0	
Safe, Effective, Efficient School Operations Factors				
3.4: Policies, Laws, and Procedures Characteristics	2.4	1.44	0	
3.5: Systems, Processes, and Procedures Characteristics	2.4	1.44	0	
3.6: Allocation and Management of Resources Characteristics	2.4	1.44	0	
Community Building Factors				
4.1: Relationship Characteristics	2.4	1.44	0	
4.2: Inclusion Characteristics	2.4	1.44	0	
4.3: Communications Characteristics	2.4	1.44	0	
Evidenced Based and Data Informed Decision Making Factors				
4.4: Collaborative Inquiry Characteristics	2.4	1.44	0	
4.5: Systematic Use of Multiple Data Sources Characteristics	2.4	1.44	0	
4.6: Data Systems Characteristics	2.4	1.44	0	
Technology Integration and Competence Factors				
5.1: Personal Use of Technology Characteristics	2.4	1.44	0	
5.2: Learning and Teaching with Technology Characteristics	2.4	1.44	0	
5.3: Leadership for Technology Characteristics	2.4	1.44	0	
Human Capacity Development Factors				
5.4: Professional Development Characteristics	2.4	1.44	0	
5.5: Leadership Development Characteristics	2.4	1.44	0	
5.6: Performance Evaluation Characteristics	2.4	1.44	0	
5.7: Productivity Characteristics	2.4	1.44	0	
ADvance Rubric Subtotals:	60	36	0	0
Student Growth Measurements	**Effective**	**Developing**	**Needing Support**	**Points**
Average (mode) Teacher Student Learning Objective (SLO) Rating	10	6	0	
Aggregate Student Growth Percentile (State Assessment)	10	6	0	
Student Growth Subtotal	20	12	0	0
Total				0

Administrator Signature: _____

Superintendent Signature: _____

Date: _____