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*FCS Central Office Administrator Professional Growth and Evaluation System*
Flint Community Schools is working to provide professional growth and development to all staff. We are seeking to make our schools centers of excellence, and our administrators deserve a fair, accurate, and meaningful evaluation system which will help them take student achievement to new heights. Beginning in July of 2011 and updated in November of 2015, the state of Michigan enacted laws changing how teachers and administrators were evaluated.

The goal of our evaluation process focuses on growth: growth in student learning, growth in the ability of staff members to promote student learning, and growth in the collection and use of data to inform teaching and learning. More specifically, our system for evaluating Central Office Administrators (COAs) embraces all of the following:

- Foundationally based within a growth mindset.
- Be fair to all staff.
- Have a direct and meaningful impact on the culture of teaching and learning within a school.
- Invites reflection as a means of self-discovery and self-improvement.

By design, a system of COA evaluation has been developed which, once fully implemented, will accomplish the following:

- COAs’ professional growth and performance will have positive impact on student learning and achievement.
- The process will define clear, consistent expectations for all COAs.
- The process will support continuous learning.
- The process will foster collaboration among the administrators, teachers, and peers.
- The process will be a professional growth experience based on trust and mutual respect among all staff members.
- The process will provide multiple ways of developing and documenting skills and knowledge.
- The process will provide for differentiation based on COAs support needs and experience.
- The process will engage COAs in ongoing reflective practice and active involvement in their own professional growth.

This guide is an essential tool for ensuring professional growth and successful implementation of the evaluation system. Every step of the evaluation process is focused on helping COAs grow and develop as professionals for the benefit of our students.

The final rating of a COA’s growth is comprised of several components and then aggregated into a final rating as specified by the State of Michigan. A COA’s evaluation rating is determined through thoughtful consideration of the many contributions the administrator makes to student learning, to their staff, to their peers, school, families and community.
Summary of Public Act 173 of 2015
Requirements for Administrator Evaluations

- The performance evaluation system shall include at least an annual year-end evaluation for all administrators regularly involved in instructional matters.
- Beginning with the 2018-19 school year, 40% of the annual year-end evaluation shall be based on student growth and assessment data.
- The student growth component of the evaluation must be an aggregate of all of the student growth and assessment data used in teacher evaluation in the school or district.
- The portion of the evaluation that is not based on student growth data and the district’s adopted evaluation tool must be based on the administrator’s proficiency in using the observation tool for teachers; the progress made by the school or district in meeting the goals set forth in the school or district improvement plan as applicable; student attendance in the school or school district; and student, parent, and teacher feedback.
- The system must assign to each administrator an effectiveness rating of highly effective, effective, minimally effective or ineffective.
- An improvement plan is required for a school administrator who is rated as minimally effective or ineffective.
- Administrators who are rated as highly effective on three consecutive annual year-end evaluations may be evaluated biennially instead of annually.
- Administrators who are rated as ineffective on three consecutive annual year-end evaluations must be dismissed from employment by the district.
August-October (Goal Setting)

Using The Central Office Administrator Professional Growth Plan, all COAs meet with their direct supervisor(s) for goal setting (if not done in the spring of the prior year – refer to Spring/June portion of timeline). The COA must also develop the professional growth plan which includes:

- Observations (more than one);
- Desired/necessary professional supports;
- Assessment/Data may be used to determine aggregate student growth, teacher and/or school-based evaluation implementation (if applicable), student attendance, behavior, adherence to state and federal requirements, budgetary oversight and financial procedures;
- Evidence regarding implementation and progress of district improvement plan;
- Feedback from students, parents, and/or teachers; and

The direct supervisor must meet with the COA who was rated as minimally effective or ineffective in the previous year-end evaluation to develop, in consultation with the COA, an Individualized Development Plan (IDP) which includes specific performance goals and any professional development designed to support the COA.

December

The December checkpoint is an opportunity for all COAs to have the opportunity to review progress toward their goal and the professional growth plan to ensure adequate progress. The review should include consideration of:

- Observations (more than one) and feedback/reflections;
- Desired/necessary professional supports;
- Assessment/Data may be used to determine aggregate student growth, teacher and/or school-based evaluation implementation (if applicable), student attendance, behavior, adherence to state and federal requirements, budgetary oversight and financial procedures;
- Evidence regarding implementation and progress of district improvement plan;
- Feedback from students, parents, and teachers; and

Based on progress toward the goal(s), the COA may decide to continue to work toward the established goal(s), revise the goal(s), or create a new goal(s). The Central Office Administrator Professional Growth Plan must be revised and submitted to the direct supervisor when the goal is revised or a new goal is created.
COAs on an IDP must meet with their direct supervisor to review progress toward the IDP goals and professional development designed to support the COA.

If a COA on an IDP is making adequate progress, the IDP will be reviewed and collaboratively revised as needed. If a COA is not demonstrating progress, the direct supervisor and COA will review the IDP and revise the IDP, in consultation with the COA, to include specific performance goals and training for the remainder of the year in order to assist the COA in attaining the goals and improving his/her rating.

March

The March checkpoint is an opportunity for all COAs to have the opportunity to review progress toward their goal and the professional growth plan to ensure adequate progress. The review should include consideration of:

- Observations (more than one) and feedback/reflections;
- Desired/necessary professional supports;
- Assessment/Data may be used to determine aggregate student growth, teacher and/or school-based evaluation implementation (if applicable), student attendance, behavior, adherence to state and federal requirements, budgetary oversight and financial procedures;
- Evidence regarding implementation and progress of school or district improvement plan; and
- Feedback from students, parents, and teachers;

Based on progress toward the goal, the COA decides to continue to work toward the established goal(s), revise the goal(s), or create a new goal(s). The Central Office Administrator Professional Growth Plan must be revised and submitted to the direct supervisor when the goal is revised or a new goal is created.

April through June

All COAs must review progress toward their goal and the professional growth plan and document final progress/attainment. The documentation should include:

- Observations (more than one) and feedback/reflections;
- Assessment/Data may be used to determine aggregate student growth, teacher and/or school-based evaluation implementation (if applicable), student attendance, behavior, adherence to state and federal requirements, budgetary oversight and financial procedures;
- Evidence regarding implementation and progress of school or district improvement plan; and
- Feedback from students, parents, and teachers; and
- Progress toward and/or benefits of the professional supports identified in The Central Office Administrator Professional Growth Plan.

A year-end meeting with the direct supervisor(s) must be convened and include dialogue/reflection and a collaborative review of the COA’s progress throughout the year, including evidence of required components of the COA evaluation. After analysis of all growth and evaluation components, the direct supervisor will provide the final rating for each COA. Any school administrator who disagrees with the final rating may use the appeal process.
State law requires the COA’s evaluation to be based on aggregate student growth. Annually, the COA will use a goal-setting process to establish aggregate student growth goals and to develop a plan for professional growth. The goal-setting process requires the identification of growth measures that will assist the COA in determining aggregate student growth throughout the school year. The professional growth plan also identifies the domains/evidence and supports the COA will use and/or need to attain identified goals.

**Selecting Aggregate Student Growth Measures**

Aggregate student growth measures are required as part of each COA’s evaluation. Staff will use two general classifications of aggregate student growth measures: **Required** and **Selected**. At least four (4) total measures will be part of a COA’s student growth documentation. COAs are not limited in the number of student growth measures they can select to be part of their evaluation.

All COAs will include these three required measures as part of their evaluation:

- NWEA assessments; and
- State-issued assessments (M-STEP, PSAT, SAT, MI-Access); and
- Progress toward the attainment of school or district improvement goals.

COA must choose at least one selected measure as a part of aggregate student growth measures. Examples of selected measures may include, but are not limited to:

- Department developed assessment measures (formative and summative), including but not limited to pre/post testing of students.
- District-approved diagnostic assessments such as the Pearson Development Reading Assessment (DRA) and DIBELS.
- State-sanctioned testing such as WIDA.
- Testing conducted by district-sanctioned organizations: International Baccalaureate, College Board (AP).
- Progress toward student growth goals as developed by an COA and approved by his/her direct supervisor as part of professional development goal-setting.
- Performance-based student work aligned to district/state content standards and scored by a common rubric assessing papers, portfolios, projects, presentations and performances.
- Measures of student engagement or educational attainment (e.g., credits earned, graduation rates, dropout rates, absenteeism, failure rates, disciplinary rates, etc.).
- Interim/Benchmark Assessments Response to Instruction screeners (i.e., quarterly or end-of-unit).
- Implementation of district initiatives (i.e., District Partnership Agreement, Attendance, Professional Learning Communities, Trauma-Sensitive Schools, Restorative Practices, Positive Behavior Intervention and Support, Teacher Growth and Evaluation Model).

Aggregate student growth and assessment data to be used for the COA annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations. COAs in unique assignments and/or roles will collaborate with their direct supervisor in determining the definition of aggregate student growth and assessment data.
Procedures for Selecting Aggregate Student Growth Measures and Monitoring Student Growth

1) Identify the required and selected aggregate student growth measures. These measures must be specified and approved by the COA’s direct supervisor during the August—October conference. COAs are encouraged to collaborate with their direct supervisor and staff to identify student growth measures during the spring conference during the “prior” year. In the fall of the current evaluation year, COAs may elect to modify aggregate student growth measures identified in this manner.

2) Additional meetings may occur throughout the year dependent upon the COA’s professional growth plan.

3) During the spring, the COA and his/her direct supervisor will meet to review student growth, which is the compilation of all aggregate student growth measures both required and selected. Using the Guidelines for Scoring Multiple Measures of Student Growth and reflective dialogue with the COA, the direct supervisor will assign the COA a rating reflecting the COA’s contributions to student growth.

Scoring Multiple Measures of Student Growth

At the spring conference, the direct supervisor must review each COA’s student growth measures. The COA will be responsible for providing to the direct supervisor the The Central Office Administrator Professional Growth Plan and data which provides evidence of aggregate student growth. After reviewing each student growth measure individually, the evaluator will make a holistic judgment about the COA’s overall impact on student achievement. Using the student growth measures scoring guidelines below, evaluators will look at the whole body of evidence across all student growth measures and assign the COA an overall rating. When the results do not clearly indicate an overall rating, direct supervisors should draw upon their expertise and apply professional judgment.
Marzano Central Office Administrator Evaluation Model and Rubrics

Flint Community Schools’ have chosen the work of Dr. Robert Marzano’s administrative rubric to be used within the COA evaluation system. These six domains, which are broken down into 21 elements, are attached to this recommendation. This model creates an innovative framework for evaluation to support professional development and performance of COAs. The following overview is from the Learning Sciences International website:

The Model

Based on the review of the research literature briefly outlined above, 21 categories of district leader actions and behaviors were identified. These 21 categories were organized into six domains: (1) a data-driven focus to support student achievement, (2) continuous support for improvement of instruction, (3) continuous support for a guaranteed and viable curriculum, (4) cooperation and collaboration, (5) district climate, and (6) resource allocation.

I. A Data-Driven Focus to Support Student Achievement

1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school and individual student level.

2) The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

II. Continuous Support for Improvement of Instruction

1) The district leader ensures each district goal receives appropriate district, school-level and classroom-level support to help all students meet individual achievement goals when data indicates interventions are needed.

2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

III. Continuous Support for a Guaranteed and Viable Curriculum

1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

2) The district leader ensures that district level programs, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.
IV. Cooperation and Collaboration

1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

2) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

V. District Climate

1) The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

VI. Resource Allocation

1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

3) The district leader manages the organization, operations, instructional programs and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.
Guiding Principles of Observation

Observations are one tool for gaining insight into administrative practices and a necessary part of the growth mindset. Quality administrative practices are enhanced through multiple observations in order to stimulate professional dialogue and help to make informed decisions about effective school leadership practices.

The observation process and individual observations are defined by dialogue, feedback, and reflection among peers, as well as with the direct supervisor(s). Observations are not defined by time frame, location, or substance. Observations may include direct supervisor or peer-to-peer interactions such as:

- **Professional Practice Observations.** An observer viewing both in-district and outside of the district contributions. (Examples could include, but are not limited to, facilitation and/or participation in committee work, post-observation dialogue, coaching meetings with direct supervisor, principal meetings, board meetings, parent meetings, community interactions, and school observations, etc.).

- **Focused Observations.** Administrators may request the observer to focus on specific administrative practices and provide meaningful feedback.

The observation process will include at least one observation in which administrators will collaborate and schedule a professional practice and/or focused observation. Prior to the observation, the COA and direct supervisor will collaborate to establish:

- **When** the observation will occur;
- **Where** the observation will occur;
- **Why** the observation will occur; and
- **The method** of post observation feedback.

When requested, observers will make reasonable efforts to conduct additional observations beyond the minimum requirements of the COA evaluation/growth plan.

Meaningful observation is based on systemic, long-term, and validated training provided to all direct supervisors that may include:

- Focused observational skills;
- Receiving and providing meaningful feedback;
- Professional development and training in the use of the Marzano’s evidenced-based rubrics; and
- Developing inter-rater reliability for an observing peer direct supervisor.
The Elements of Observation, continued

Content/Process

- Not every observation is evaluative;
- COA should receive timely feedback, preferably within one school day, so that the COA and observer understand the complete picture of instruction;
- Scheduled and unscheduled (anytime this week within a specified time frame) observations are most informative;
- All COAs benefit from observations and related feedback;
- Observations should be conducted by the direct supervisor even when a COA is rated highly effective;
- In the event a COA is rated highly effective for the three most recent annual year-end evaluations, the district may choose to conduct a year end evaluation biennially; and
- Observation documentation should capture the reflective dialogue related to the observation.

Post-Observation Reflection and Dialogue

The post-observation dialogue between the direct supervisor and the COA shall be timely and rooted in reflection as follows:

- Reflective dialogue establishes a shared understanding of the elements for effective school leadership;
- Reflective dialogue that includes receiving and providing meaningful feedback for all staff;
- Reflective dialogue is not simply “checking a box;”
- Reflective dialogue that uses multiple sources of data/evidence from the observation process including artifacts, observation forms, video clips, self-evaluation, learning outcome measures, staff interviews, and other appropriate resources.
Use of Administrator, Teacher, Parent, Student and Peer Feedback

The purpose of administrator, teacher, parent, student, and/or peer feedback collection is to inform professional practice and professional goal development. Collection of feedback will occur at least once each school year. The manner and method of this data collection is dependent upon the COA’s goals.

COA and the direct supervisor will collaborate to determine goals and then choose a valid and reliable feedback tool(s) to support the goal(s) from the following menu.

- **Parent Feedback**: COA may collect parent feedback from multiple sources such as: parent surveys, focus groups, coffee talks, community surveys, teacher-initiated e-mail communication, or other.

- **Student Feedback**: COA may collect student feedback from multiple sources such as: Marzano rubrics, school improvement surveys, other surveys (senior exit survey/interview, alumni survey, student focus groups, etc.) and other.

- **Peer-to-Peer Feedback**: COA may collect peer feedback from multiple sources such as: coach/mentor, peer feedback on professional practice or observations.

- **Teacher Feedback**: COA could collect teacher feedback from multiple sources such as: surveys, building feedback from leadership teams, PLT surveys, dialogue, and anonymous feedback and other.

- **Administrator Feedback**: COA could collect feedback from multiple sources such as: surveys, interviews, focus groups, meetings, and other.

An additional component of the COA evaluation includes how the COA handles professional responsibilities and contributes to the school and district. This includes attendance, site management, and interactions with students, parents, colleagues, staff, and the community, and management of both instructional and non-instructional responsibilities. The following rubrics establish the growth targets for COAs in these areas. The direct supervisor must assess each COA using these rubrics and engage in reflective dialogue with the COA at the year-end evaluation meeting. Concerns in any area must be discussed with the COA in a timely fashion and prior to the year-end conference.
## Central Office Administrator (COA) Professional Responsibility Rubric

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Beginning</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance for required responsibilities (staff meetings, committee meetings, school and district PD, etc.)</td>
<td>COA is frequently absent, tardy and/or unprepared for required responsibilities.</td>
<td>COA displays inconsistency in attendance, punctuality or preparedness for required responsibilities.</td>
<td>COA consistently attends and is punctual and prepared for required responsibilities.</td>
<td>N/A</td>
</tr>
<tr>
<td>Attendance for instructional/supervisory responsibilities</td>
<td>COA is frequently tardy and/or unprepared for instruction/supervision at the designated times and/or has multiple documented occasions of inappropriate use of sick/leave time.</td>
<td>COA displays inconsistency in being punctual and prepared for instruction/supervision at the designated times and/or has documented occasions of inappropriate use of sick/leave time.</td>
<td>COA consistently punctual and prepared for instruction/supervision at the designated times and appropriately uses sick/leave time.</td>
<td>N/A</td>
</tr>
<tr>
<td>Management of instructional and non-instructional tasks/duties (including monitoring student attendance, providing teaching resources and maintaining a safe learning environment in both structured and unstructured settings, etc.)</td>
<td>COA is aware of school/district policies and practices and is not implementing them.</td>
<td>COA is aware of school/district policies and practices but is inconsistent implementing them.</td>
<td>COA is aware of school/district policies and practices and is implementing them.</td>
<td>COA is aware of school/district policies and practices, is implementing them, and is working with students, staff and parents to improve the educational environment.</td>
</tr>
<tr>
<td>Mandatory Meetings Building/District/County (e.g., staff, department, PLC, PLT professional development, work groups, special training)</td>
<td>Does not contribute, unprepared, avoids participation, inattentive.</td>
<td>Reluctant contributor, inconsistently prepared, nominally involved, distracted.</td>
<td>Contributory (where applicable), prepared, active, and focused.</td>
<td>Contributions enrich the meeting, preparation enhances discourse, engages colleagues; involvement advances meeting agenda.</td>
</tr>
<tr>
<td>Voluntary Participation Building/District/County (e.g., staff, department, PLC, PLT, professional development, work groups, special training)</td>
<td>Does not contribute to voluntary opportunities.</td>
<td>Avoids contributing to voluntary opportunities.</td>
<td>Demonstrates willingness to contribute to voluntary opportunities.</td>
<td>Actively seeks to contribute to voluntary opportunities and effectively communicates new training and information to appropriate staff.</td>
</tr>
</tbody>
</table>
### Central Office Administrator (COA) Professional Responsibility Rubric

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</thead>
<tbody>
<tr>
<td>Implementation of district requirements and initiatives (e.g., teacher professional growth model, behavioral, curricular, and state/federal-mandated items)</td>
<td>Reluctant and/or inconsistent in attending training and/or fails to implement the Professional Growth and Teacher and/or COA Evaluation Process, behavioral initiatives, and curricular and state/federal-mandated items</td>
<td>Occasionally attends offered training sessions and attempts to implement the Professional Growth and Teacher and/or COA Evaluation Process, behavioral initiatives, and curricular and state/federal-mandated items.</td>
<td>Attends offered training sessions and attempts to implement the Professional Growth and Teacher and/or COA Evaluation Process, behavioral initiatives, and curricular and state/federal-mandated items.</td>
<td>Attends offered training sessions and attempts to implement the Professional Growth and Teacher and/or COA Evaluation Process, behavioral initiatives, and curricular and state/federal-mandated items. Supports and encourages colleagues in the same initiatives and requirements.</td>
</tr>
<tr>
<td>Promoting positive interactions at the building level with staff, students, parents and community</td>
<td>The COA attempts to perform this activity, but does not actually complete or follow through these attempts.</td>
<td>The COA interacts with staff, students, parents, and community in a positive manner, but does not help extinguish negative conversations.</td>
<td>The COA interacts with staff, students, parents, and community in a positive manner and helps extinguish negative conversations.</td>
<td>The COA leads in promoting positive interactions with staff, students, parents and community.</td>
</tr>
<tr>
<td>Promoting positive interactions at the district/community level with colleagues (peers, direct supervisors, school board members)</td>
<td>The COA attempts to perform this activity, but does not actually complete or follow through with these attempts.</td>
<td>The COA interacts with other COAs in a positive manner, but does not help extinguish negative conversations.</td>
<td>The COA interacts with other COAs in a positive manner and helps extinguish negative conversations.</td>
<td>The COA leads in promoting positive interactions with colleagues.</td>
</tr>
<tr>
<td>Contributing significant, relevant experience</td>
<td>The COA attempts to perform this activity, but does not actually complete or follow through with these attempts.</td>
<td>The COA has acquired relevant experience but does not impact others.</td>
<td>The COA contributes relevant experience that directly impacts others.</td>
<td>The COA leads in contributing new relevant experiences that directly impacts others.</td>
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</table>
Flint Community Schools fosters the growth of all COAs using a comprehensive system of supports. Growth and support may come from the District’s wealth of resources, as well as other sources. COA choice of supports is an integral part of this process for all COAs, regardless of status (i.e., rating, level of experience). COAs and their direct supervisor will work together to determine the most appropriate support to aid the staff member’s growth, acknowledging that the idea of “choice” in determining supports is important for COAs.

Supports such as Professional Learning Communities, peer observations, lab classrooms, curriculum coordinators, interventionists, FCS funds for professional development, and professional development days are already in place. Expansion and/or revision of current supports and creation of additional supports will occur over time.

In order to support COAs, Appendix H includes numerous supports; however, the list is not exhaustive, and not everything on the list will be appropriate for all staff members. The list may be useful to illustrate possibilities and generate ideas for the COA and direct supervisor as they map out an appropriate professional growth plan.

The Support Process for COAs Who May Not be Making Adequate Progress

The focus of the support process is to improve instructional leadership and aggregate student growth. Issues outside of instructional leadership will be resolved with the direct supervisor, the association, and/or human resources. The support process is a mechanism for maintaining system-wide quality control and ensuring all staff responsible for student achievement meet standards of performance. Through this support process, intensive, individualized assistance is provided to all COAs who receive a minimally effective or ineffective rating.

If it appears likely a COA will receive a minimally effective or ineffective rating, the COA will automatically enter a support process. Additionally, entry into the support process through a concern about performance rating, the development of an Individualized Development Plan (IDP) will be initiated (Appendix C). During this process, the direct supervisor will continue to observe (scheduled and unscheduled) the COA and provide feedback. Clear and consistent communication and coordination with the direct supervisor and other members of the district’s instructional leadership team are essential to providing feedback about expectations and instructional leadership improvement.

Individual Development Plan Guidelines:

- The COA provides status updates to the direct supervisor including reflection on the IDP goals (verbal or written).
- If the COA demonstrates growth following the IDP, the direct supervisor uses this information to support the final evaluation rating.
- If the COA does not make growth following the IDP, the COA meets with a Human Resources representative, association representative, and direct supervisor to determine the next steps in the development process.
In an effort to satisfy State requirements concerning aggregate student growth and professional responsibilities, COAs must ultimately receive a rating of ineffective, minimally effective, effective, or highly effective. Ratings given to a COA by a direct supervisor following more than one observation will reflect a score based upon multifaceted and fluid matrices, which will be developed over the course of the next year in conjunction with outside consultation. As of 2018-19 COA ratings will be based on the Student Aggregate Growth (40%), District Leadership (40%), and Professional Responsibilities (20%).

**Final Rating Appeal Process**

All staff has the opportunity to appeal the final rating to a review panel. The review panel consists of a peer or member of the Congress (if applicable), the Congress president (or a designee) if applicable, and district central office administration. Appeals which impact employment for the following year may be given priority over other appeals.

When staff requests an appeal:

1. The COA will formally, in writing, ask for a review within 10 business days of their rating. The appeal is submitted to the direct supervisor and the Director of Human Resources.
2. The COA must provide evidence to support the appeal request.
3. The panel must respond to the receipt of the written appeal request within 10 business days.
Appendix

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# Central Office Schedule of Implementation for FCS

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<th>2018-19</th>
<th>2019-10</th>
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<tbody>
<tr>
<td>1. The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.</td>
<td>PD</td>
<td>Eval</td>
</tr>
<tr>
<td>2. The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school and individual student goals.</td>
<td>PD</td>
<td>Eval</td>
</tr>
<tr>
<td>3. The district leader ensures each district goal receives appropriate district, school-level and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.</td>
<td>PD</td>
<td>Eval</td>
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<thead>
<tr>
<th>Domain 2 – Continuous Support for Improvement of Instruction</th>
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<th>2019-10</th>
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<tbody>
<tr>
<td>1. The district leader ensures each district goal receives appropriate district, school-level and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>2. The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>3. The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>4. The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3 – Continuous Support for Guaranteed and Viable Curriculum</th>
<th>2018-19</th>
<th>2019-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state and district standards.</td>
<td>PD</td>
<td>Eval</td>
</tr>
<tr>
<td>2. The district leader ensures that district level programs, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.</td>
<td>PD</td>
<td>Eval</td>
</tr>
<tr>
<td>3. The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.</td>
<td>PD</td>
<td>Eval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4 – Cooperation and Collaboration</th>
<th>2018-19</th>
<th>2019-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
</tbody>
</table>
2. The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

3. The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

4. The district leader ensures that leadership development and responsibilities are appropriately delegated and shared.

<table>
<thead>
<tr>
<th>Domain 5 – District Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The district administrator is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.</td>
</tr>
<tr>
<td>2. The district administrator has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.</td>
</tr>
<tr>
<td>3. The district ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.</td>
</tr>
</tbody>
</table>
Central Office Administrator (COA) Professional Growth Plan

Directions: All COAs must use this form on an annual basis. This form is prepared at the August-October meeting or at the spring meeting in preparation for the next school year. This form is to be completed by COAs to define both the Professional Growth Plan and Aggregate Student Growth Measures which will be incorporated into their evaluation. Following the timeline, COAs should provide their direct supervisor with supporting data in addition to this form. COAs may complete more than one form, as necessary to represent selected goals.

Educator: ___________________________ Date: ________________

Professional Growth Goal Statement: What is your desired outcome for professional growth and aggregate student growth? What goal(s) will help you attain your desired outcome? What will students and/or staff know and be able to do?

Rationale: How did you choose this goal and the associated measure(s)? Is this an appropriate area of focus? Describe how data substantiates the need to work in this area.

Alignment: How is this growth measure aligned to content standards, District goals, school goals and/or departmental goals?

Targeted Population: Which students and/or staff will this objective address? How many?

Growth Measures: What performance data will be collected? Please describe what specific tool(s) will be utilized to collect the performance data.

What supports do you plan to use to enhance your professional growth related to and/or in addition to this goal? In addition to the required Marzano rubrics, what additional rubric will be an area of focus? What professional development or training will support your growth? What parent, student, staff and/or peer feedback will you collect to inform your growth and future goal development?

What resources will you need to implement your professional growth plan? Identify materials, professional development funds, substitute and/or release time, etc., that may be needed to attain your goals and to growth as a professional.

Sign and date this form after completion and discussion between the COA and direct supervisor.

COA Signature: ___________________________ Date: ________________

Direct Supervisor Signature: ___________________________ Date: ________________
Student Growth Worksheet is currently under development.
## Student Growth Rating (25% of effectiveness rating)

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
</table>
| Innovating   | • Evidence across all Student Growth Measures indicates high levels of student growth  
• COA is able to articulate specific actions taken in order to support student growth.  
• This category is reserved for the COA who surpassed expectations and/or demonstrated an outstanding impact on student growth.                                                                                                                                                   | 5      |
| Applying     | • Evidence across all Student Growth Measures indicates expected levels of student growth  
• COA is able to articulate specific actions taken to support student growth, OR evidence indicates some student growth, and the COA can demonstrate steps in his or her district leadership that fostered student growth.  
• This category applies to the COA whose leadership skills have fostered an environment of high expectations and/or made a notable impact on student learning.                                                                                       | 4      |
| Developing   | • Evidence across all Student Growth Measures indicates partial student growth.  
• COA is able to articulate specific actions taken to support student growth, OR evidence indicates some student growth, and the COA can demonstrate steps in his or her district leadership that fostered student growth.                                                                 | 3      |
| Beginning    | • Evidence across all Student Growth Measures indicates partial student growth.  
• COA has a limited ability to articulate specific actions taken to support student growth and factors inhibiting student growth.  COA may have nearly met all objectives.  
• This category applies to the COA who has demonstrated an impact on student learning but has not met the expectations.                                                                                                                                                  | 2      |
| Not Using    | • Evidence across all Student Growth Measures indicates minimal or no student growth.  
• COA is neither able to articulate specific actions taken to support student growth nor the factors inhibiting student growth.  
• This category applies to the COA who has not met the expectations described in his/her student growth measures and has not demonstrated a sufficient impact on student learning.  
• This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting goals and gathering evidence for student growth measures.                                               | N/A    |

Date: __________   
COA’s initials: __________

Supervisor’s initials: __________

5 = 25  
4 = 20  
3 = 15  
2 = 10
## District Leadership Rating (50% of Composite Effectiveness Rating)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating</td>
<td>If COA receives at least nine (9) ratings at <strong>Innovating</strong> and two (2) rating at <strong>Applying</strong> and/ or <strong>Developing</strong> and zero (0) ratings at <strong>Beginning</strong>.</td>
<td>5</td>
</tr>
<tr>
<td>Applying</td>
<td>If COA receives eight (8) ratings at <strong>Applying</strong> or higher, three (3) or fewer at <strong>Developing</strong>, and no more than one (1) at <strong>Beginning</strong>.</td>
<td>4</td>
</tr>
<tr>
<td>Developing</td>
<td>If COA receives at least six (6) ratings at <strong>Developing or higher</strong> and no more than six (6) ratings at <strong>Beginning</strong>.</td>
<td>3</td>
</tr>
<tr>
<td>Beginning</td>
<td>If COA receives at least six (6) ratings at <strong>Beginning</strong> or higher.</td>
<td>2</td>
</tr>
</tbody>
</table>

5 = 50
4 = 40
3 = 30
2 = 20

COA’s initials: ___________
Supervisor’s initials: _______________
Date: _______________
**Professional Responsibilities Rating (20% of Composite Effectiveness Rating)**

Professional Responsibility Rubric found on pages 14 and 15 in the COA Professional Growth and Evaluation Model.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating</td>
<td>If COA receives at least five (5) ratings at <em>Innovating</em> and at least four (4) ratings at <em>Applying</em> in Professional Responsibilities</td>
<td>5</td>
</tr>
<tr>
<td>Applying</td>
<td>If COA receives seven (7) ratings at <em>Applying</em> and two (2) at <em>Developing</em> in Professional Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>Developing</td>
<td>If COA receives seven (7) ratings at <em>Developing</em>, and two (2) ratings at <em>Beginning</em> in Professional Responsibilities</td>
<td>3</td>
</tr>
<tr>
<td>Beginning</td>
<td>If COA receives nine (9) ratings at <em>Beginning</em> in Professional Responsibilities</td>
<td>2</td>
</tr>
</tbody>
</table>

\[5 = 25\]  
\[4 = 20\]  
\[3 = 15\]  
\[2 = 10\]  

COA’s initials: _____________  
Supervisor’s initials: _____________  
Date: _____________
Composite Effectiveness Rating

Each COAs final rating is comprised of data from Student Growth, School Leadership, and Professional Responsibilities rubrics and reflections. The individual rating will be one of four ratings: Highly Effective, Effective, Minimally Effective or Ineffective. The table below describes the weight of the various components in determining the final rating.

<table>
<thead>
<tr>
<th>Administrator: ___________________________</th>
<th>Previous Year Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: ________________________________</td>
<td>□ Highly Effective</td>
</tr>
<tr>
<td>School Year: ____________________________</td>
<td>□ Effective</td>
</tr>
<tr>
<td>Evaluator: ______________________________</td>
<td>□ Minimally Effective</td>
</tr>
<tr>
<td></td>
<td>□ Ineffective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>Student Growth</th>
<th>District Leadership (Marzano Rubrics)</th>
<th>Professional Responsibilities (Rubrics in COA Document)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Rubric Score</th>
<th>Component Score</th>
<th>Rubric Score = Component Score (for reference):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth (2-5 Scale)</td>
<td></td>
<td></td>
<td>5 = 25&lt;br&gt;4 = 20&lt;br&gt;3 = 15&lt;br&gt;2 = 10</td>
</tr>
<tr>
<td>District Leadership (2-5 Scale)</td>
<td></td>
<td></td>
<td>5 = 50&lt;br&gt;4 = 40&lt;br&gt;3 = 30&lt;br&gt;2 = 20</td>
</tr>
<tr>
<td>Professional Responsibilities (Rubrics in the COA Document) (2-5 Scale)</td>
<td></td>
<td></td>
<td>5 = 25&lt;br&gt;4 = 20&lt;br&gt;3 = 15&lt;br&gt;2 = 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component Score Total</th>
<th>(Component Score for Student Growth + Component Score for District Leadership + Component Score for Professional Responsibilities)</th>
<th>90-100 = Highly Effective&lt;br&gt;70-89 = Effective&lt;br&gt;50-69 = Minimally Effective&lt;br&gt;20-49 = Ineffective</th>
</tr>
</thead>
</table>

The COAs rating for the 2018-19 school year is:

_____ Highly Effective  _____ Effective  ___ Minimally Effective  ___ Ineffective

*Sign and date this form after completion and discussion between the teacher and administrator/designee.*

COA Signature: ___________________________ Date: _____________________

Direct Supervisor Signature: ___________________________ Date: _____________________
PROFESSIONAL DEVELOPMENT OPTIONS

These are possible options teachers may choose to support their professional development:

PEER VISIT / LAB CLASSROOM WITH REFLECTION
- Invite a peer to observe a specific aspect of your teaching, so that together you can reflect on the teaching and learning taking place.
- Participate in a planning conversation to identify the focus of the lesson.
- Participate in a reflective conversation to discuss ideas for improving teaching and learning.

PROFESSIONAL VISITS
- Ask to observe a peer or a program.
- Participate in a planning conversation to identify the focus of the visit.
- Participate in a reflective conversation to discuss application ideas and clarify questions.

ACTION RESEARCH
- Study your own teaching/learning practices (as an individual or with a group) to make formal decisions on ways to improve instruction.
- Engage in action research steps in the following sequential order: observe situation; identify and pose a question; collect data; analyze data; identify action steps and implement; document and discuss; summarize and share lesson learned, implications, or conclusions.

STUDY GROUP
- Meet with a small group of educators on a voluntary basis to study and experiment with topics of interest around your craft that will increase your professional repertoire for the benefit of students.

AUDIO/VIDEOTAPING WITH ANALYSIS
- Create a tape to collect data for analysis and/or reflection.
- Participate in a peer reflective conversation focused on the audio/ videotape.

DELIVERY OF WORKSHOPS/COURSES
- Prepare, develop, and/or deliver courses or workshops.
- Provide a measurable educational impact for peers, parents, or others.

DEVELOP INSTRUCTIONAL MATERIALS
- Create collections of thematically-related materials and share with colleagues.

JOURNAL WRITING
- Reflect on or synthesize professional readings.
- Critique your own teaching or the teaching of a colleague.
- Record data from classroom observations; analyze trends.
- Write for a specific length of time or amount in response to a prompt, stem, or question.

NETWORKING
- Participate in regular or frequent collegial dialogue and collaborative activities focused on school improvement.
- Work with practitioners from different schools.
- Conduct purposeful work focused on educational change.
- Engage in practitioner-driven school-based renewal.

NEW CURRICULUM DEVELOPMENT
- Develop and pilot new curriculum and share with colleagues.

PARTICIPATION IN A WORKSHOP/COURSE/BOOK CLUB
- Apply strategies learned in the course to current instructional practice and share with colleagues.
TEACHER EXCHANGE PROGRAM
• Teach in another school, district, or country and share insights with staff.

TEAM TEACHING
• Plan, teach, and evaluate a unit collaboratively.
• Share responsibility for developing, presenting, and assessing a lesson.

COMMITTEE OR TASK FORCE PARTICIPATION
• Participate on a committee or task force at district, county or state level.

TEAM PLANNING
• Organize a grade level or content area team and work collaboratively on a project of mutual interest that results in student achievement.

COLLABORATIVE CLASSROOM
• Organize a small group of teachers to work together to develop a series of lesson plans. Each teacher will present one of the lessons while the other teachers observe and reflect upon that lesson before presenting it to their own classes. Teachers will rotate taking the role of the presenter or the observers.

MENTOR A NEW TEACHER
• Plan, develop and teach a component of the induction model for new teachers.

REVIEW OF PROFESSIONAL LITERATURE
• Pick a topic and read up-to-date professional literature, connecting it to your growth and student achievement.

PEER COACHING
• Coach a peer using a process such as working with a pair or trio of colleagues to observe each others’ work. The teacher-to-teacher reflection and skill development should result in teachers becoming more self-directed decision-makers in their classroom. Increased professional dialogue will occur.

COMPILING RESOURCE DIRECTORY
• Compile annotated resources to share with your department such as, but not limited to, graphic/advance organizers, rubrics for various student projects or other department or grade level projects.

TECHNOLOGY SKILL
• Learn and implement a new medium for presenting students’ work: video, PowerPoint, electronic portfolio.

OTHER
• Be specific. Propose an idea that you think is worthy of using as a self-directed professional growth project. Present it to your administrator/designee for discussion, review and possible pre-approve.
RESOURCES


Education Alliance of Michigan. Developing an Educator Evaluation System (Pages 18-21, 46-47, 96-99)

Educator Effectiveness A Colorado Priority. The Colorado Department of Education. www.cde.state.co.us/EducatorEffectiveness/Partner-SCEE.asp.


Horstman, M. How to Give Feedback.


Solution Tree.


Rand Education. Incorporating Student Performance Measures into Teacher Evaluation Systems


