Flint Community Schools

SCHOOL-BASED ADMINISTRATOR

PROFESSIONAL GROWTH AND EVALUATION SYSTEM

FLINT COMMUNITY SCHOOLS

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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 School-Based Administrators (SBAs) 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 SBA evaluation has been developed which, once fully implemented, will accomplish the following:

- SBAs’ professional growth and performance will have positive impact on student learning and achievement.
- The process will define clear, consistent expectations for all SBAs.
- 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 SBAs’ support needs and experience.
- The process will engage SBAs 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 SBAs grow and develop as professionals for the benefit of our students.

The final rating of a SBA’s growth is comprised of several components and then aggregated into a final rating as specified by the State of Michigan. A SBA’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, 25% 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 Professional Growth Plan and Aggregate Student Growth Measure Selection Form, all SBAs 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 SBA must also develop the professional growth plan which includes:

- Observations (more than one);
- Desired/necessary professional supports;
- Assessment/Data to be used to determine aggregate student growth, teacher evaluation implementation, student attendance;
- Evidence regarding implementation and progress of school or district improvement plan;
- Feedback from students, parents, and teachers; and
- Evidence of proficiency in using the observation tool for teachers.

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

December

The December checkpoint is an opportunity for all SBAs 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 to be used to determine aggregate student growth, teacher evaluation implementation, student attendance;
- Evidence regarding implementation and progress of school or district improvement plan;
- Feedback from students, parents, and teachers; and
- Evidence of proficiency in using the observation tool for teachers.

Based on progress toward the goal(s), the SBA may decide to continue to work toward the established goal(s), revise the goal(s), or create a new goal(s). The Professional Growth Plan & Aggregate Student Growth Measure Selection Form must be revised and submitted to the direct supervisor when the goal is revised or a new goal is created.
January (Mid-Year)

School administrators on an IDP must meet with their direct supervisor to review progress toward the IDP goals and professional development designed to support the SBA.

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

March

The March checkpoint is an opportunity for all SBAs 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 to be used to determine aggregate student growth, teacher evaluation implementation, student attendance;
- Evidence regarding implementation and progress of school or district improvement plan;
- Feedback from students, parents, and teachers; and
- Evidence of proficiency in using the observation tool for teachers.

Based on progress toward the goal, the SBA decides to continue to work toward the established goal(s), revise the goal(s), or create a new goal(s). The Professional Growth Plan & Aggregate Student Growth Measure Selection Form must be revised and submitted to the direct supervisor when the goal is revised or a new goal is created.

April through June

All SBAs 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 to be used to determine aggregate student growth, teacher evaluation implementation, student attendance;
- Evidence regarding implementation and progress of school or district improvement plan;
- Feedback from students, parents, and teachers; and
- Evidence of proficiency in using the observation tool for teachers.

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

**Selecting Aggregate Student Growth Measures**

Aggregate student growth measures are required as part of each SBA’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 SBA’s student growth documentation. SBAs are not limited in the number of student growth measures they can select to be part of their evaluation.

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

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

SBA 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 SBA 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 SBA annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations. SBAs 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 SBA’s direct supervisor during the August—October conference. SBAs 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, SBAs may elect to modify aggregate student growth measures identified in this manner.

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

3) During the spring, the SBA 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 SBA, the direct supervisor will assign the SBA a rating reflecting the SBA’s contributions to student growth.

Scoring Multiple Measures of Student Growth

At the spring conference, the direct supervisor must review each SBA’s student growth measures. The SBA will be responsible for providing to the direct supervisor the Professional Growth Plan & Aggregate Student Growth Measure Year-End Reflection Form 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 SBA’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 SBA 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 School Leader Evaluation Model and Rubrics

Flint Community Schools will use the 2013 Marzano School Leadership Evaluation Model and published rubrics for the SBA evaluation system. These five domains, which are broken down into 24 elements, can be found in Appendix E of this document. This model creates an innovative framework for evaluation to support professional development and performance of SBAs. 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 school 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 improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate.

I. A Data-Driven Focus on Student Achievement

1) The school leader ensures clear and measurable goals are established that are focused on critical needs for improving overall student achievement at the school level.

2) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

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

4) The school leader ensures that data are analyzed, interpreted and used to regularly monitor progress toward achievement goals for individual students.

5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

II. Continuous Improvement of Instruction

1) The school leader provides a clear vision as to how instruction should be addressed in the school.

2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

3) The school leader is aware of predominant instructional practices throughout the school.

4) The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth plans.

III. A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure that the school curriculum is designed to optimize learning for all
students and that all teachers follow the curriculum. Three specific categories of school leader actions and behaviors constitute this domain:

1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

2) The school leader ensures that school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

3) The school leader ensures that students are provided with the opportunity to learn the critical content of the curriculum.

IV. Cooperation and Collaboration

1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

3) The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

4) The school leader ensures teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

5) The school leader ensures that students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

V. School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning. Six specific categories of school leader actions and behaviors constitute this domain:

1) The school leader is recognized as a leader of who continually improves his/her professional practice.

2) The school leader has the trust of faculty and staff that his or her actions are guided by what is best for all student populations.

3) The school leader ensures that the faculty and staff perceive the school as safe and orderly.

4) The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

5) The school leaders manage the fiscal, operations and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

6) The school leader acknowledges the success of the whole school, as well as individuals within the school.
The Elements of Observation

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:

ビュー Building Walk-through Observations and Dialogue. An observer viewing a snapshot in real-time. (Examples could include, but are not limited to school events, professional development, professional learning teams, sporting events and staff meetings).
ビュー Professional Practice Observations. An observer viewing contributions both inside and outside of the school setting. (Examples could include, but are not limited to facilitation and/or participation in committee work, post-observation dialogue, coaching meetings with direct supervisor, parent meetings, community interactions, classroom observations).
ビュー 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 SBA and direct supervisor will collaborate to establish:

ビュー When the observation will occur;
ビュー Where the observation will occur;
ビュー Why the observation will occur; and
ビュー The method of post observation feedback.

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

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

ビュー Focused observational skills;
ビュー Receiving and providing meaningful feedback;
ビュー Professional development and training in the use of the Marzano’s evidenced-based rubrics; and
ビュー Developing inter-rater reliability for an observing peer direct supervisor.
Content/Process

- Not every observation is evaluative;
- SBA should receive timely feedback, preferably within one school day, so that the SBA and observer understand the complete picture of instruction;
- Scheduled and unscheduled (anytime this week within a specified time frame) observations are most informative
- All SBAs benefit from observations and related feedback;
- Observations should be conducted by the direct supervisor even when a SBA is rated highly effective;
- In the event a SBA 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 SBA 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 Teacher, Parent, Student and Peer Feedback

The purpose of 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 SBA’s goals.

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

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

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

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

Process for Random Sampling of Teacher Performance Evaluations

In order to meet the legal requirements for assessing an administrator’s proficiency in using the observation tool for teachers, the direct supervisor must review a “random sample” of the SBA’s teacher performance evaluations. The direct supervisor will use Marzano rubrics Domain II, Elements 2 and 4 to assess the quality of the random sampling of teacher performance evaluations. Sample size can be no less than three.

Professional Responsibility Rubrics

An additional component of the SBA evaluation includes how the SBA 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 SBAs in these areas. The direct supervisor must assess each SBA using these rubrics and engage in reflective dialogue with the SBA at the year-end evaluation meeting. Concerns in any area must be discussed with the SBA in a timely fashion and prior to the year-end conference.
<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>SBA is frequently absent, tardy and/or unprepared for required responsibilities.</td>
<td>SBA displays inconsistency in attendance, punctuality or preparedness for required responsibilities.</td>
<td>SBA 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>SBA 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>SBA 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>SBA is 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>SBA is aware of school/district policies and practices and is not implementing them.</td>
<td>SBA is aware of school/district policies and practices but is inconsistent implementing them.</td>
<td>SBA is aware of school/district policies and practices and is implementing them.</td>
<td>SBA 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>
### School-Based Administrator (SBA) 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>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 SBA 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 SBA 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 SBA 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 SBA 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 SBA attempts to perform this activity, but does not actually complete or follow through these attempts.</td>
<td>The SBA interacts with staff, students, parents, and community in a positive manner, but does not help extinguish negative conversations.</td>
<td>The SBA interacts with staff, students, parents, and community in a positive manner and helps extinguish negative conversations.</td>
<td>The SBA 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 SBA attempts to perform this activity, but does not actually complete or follow through with these attempts.</td>
<td>The SBA interacts with other SBAs in a positive manner, but does not help extinguish negative conversations.</td>
<td>The SBA interacts with other SBAs in a positive manner and helps extinguish negative conversations.</td>
<td>The SBA leads in promoting positive interactions with colleagues.</td>
</tr>
<tr>
<td>Contributing significant, relevant experience</td>
<td>The SBA attempts to perform this activity, but does not actually complete or follow through with these attempts.</td>
<td>The SBA has acquired relevant experience but does not impact others.</td>
<td>The SBA contributes relevant experience that directly impacts others.</td>
<td>The SBA leads in contributing new relevant experiences that directly impacts others.</td>
</tr>
</tbody>
</table>
Flint Community Schools fosters the growth of all SBAs using a comprehensive system of supports. Growth and support may come from the District’s wealth of resources, as well as other sources. SBA choice of supports is an integral part of this process for all SBAs, regardless of status (i.e., rating, level of experience). SBAs 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 SBAs.

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 SBAs, 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 SBA and direct supervisor as they map out an appropriate professional growth plan.

The Support Process for SBAs 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 SBAs who receive a minimally effective or ineffective rating.

If it appears likely a SBA will receive a minimally effective or ineffective rating, the SBA 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. During this process, the direct supervisor will continue to observe (scheduled and unscheduled) the SBA 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 SBA provides status updates to the direct supervisor including reflection on the IDP goals (verbal or written).
- If the SBA demonstrates growth following the IDP, the direct supervisor uses this information to support the final evaluation rating.
- If the SBA does not make growth following the IDP, the SBA 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, SBAs must ultimately receive a rating of ineffective, minimally effective, effective, or highly effective. Ratings given to a SBA 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 SBA ratings will be based on the Student Aggregate Growth (40%), School 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 SBA 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 SBA 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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## School Leadership Schedule of Implementation for FCS

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<th>2017-2018</th>
<th>2018-2019</th>
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</thead>
<tbody>
<tr>
<td>1. The school leader ensures clear and measurable goals are focused on critical needs regarding improving overall student achievement at the school level.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>2. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>3. The school leader ensures that data are analyzed, interpreted and used to regularly monitor progress toward school achievement goals.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>4. The school leader ensures that data are analyzed, interpreted and used to regularly monitor progress toward achievement goals for individual students.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>5. The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2 – Continuous Improvement of Instruction</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school leader provides a clear vision as to how instruction should be addressed in the school.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>2. The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>3. The school leader is aware of predominant instructional practices throughout the school.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>4. The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>5. The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum</td>
<td>PD &amp; Eval</td>
<td>PD &amp; Eval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.</td>
<td>Eval</td>
<td>Eval</td>
</tr>
<tr>
<td>4. The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.</td>
<td>PD &amp; Eval</td>
<td>PD &amp; Eval</td>
</tr>
</tbody>
</table>
5. The school leader ensures that students, parents and community have formal ways to provide input regarding the optimal functioning of the school.

<table>
<thead>
<tr>
<th>Domain 5 – School Climate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> The school administrator is recognized as the leader of the school who continually improves his or her professional practice.</td>
<td>Eval</td>
</tr>
<tr>
<td><strong>2.</strong> The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.</td>
<td>Eval</td>
</tr>
<tr>
<td><strong>3.</strong> The school leader ensures that faculty and staff perceive the school environment as safe and orderly.</td>
<td>Eval</td>
</tr>
<tr>
<td><strong>4.</strong> The school leader ensures that students, parents and community perceive the school environment as safe and orderly.</td>
<td>Eval</td>
</tr>
<tr>
<td><strong>5.</strong> The school leader manages the fiscal, operational and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</td>
<td>Eval</td>
</tr>
<tr>
<td><strong>6.</strong> The school leader acknowledges the success of the whole school, as well as individuals within the school.</td>
<td>Eval</td>
</tr>
</tbody>
</table>

Marzano School Leadership Evaluation Pre-Goal Setting Self-Assessment
SBA Professional Growth Plan & Aggregate Student Growth Measure Selection Form

**Directions:** All SBAs 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 SBAs to define both the Professional growth Plan and Aggregate Student Growth Measures which will be incorporated into their evaluation. Following the Professional Growth plan timeline (see pages 6-7), SBAs should provide their direct supervisor with supporting data in addition to this form. SBAs may complete more than one form, as necessary to represent selected goals.

**School Leader:** _________________________________________ **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? From which grade/classes/departments?

**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 SBA and direct supervisor.*

**Educator Signature:** _________________________________________ **Date:** ________

**Direct Supervisor Signature:** _________________________________________ **Date:** ________

FCS School-Based Administrator Professional Growth and Evaluation System
<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  
• SBA is able to articulate specific actions taken in order to support student growth.  
• This category is reserved for the SBA 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  
• SBA is able to articulate specific actions taken to support student growth, OR evidence indicates some student growth, and the SBA can demonstrate steps in his or her instructional leadership that fostered student growth.  
• This category applies to the SBA 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.  
• SBA is able to articulate specific actions taken to support student growth, OR evidence indicates some student growth, and the SBA can demonstrate steps in his or her instructional leadership that fostered student growth. | 3      |
| Beginning    | • Evidence across all Student Growth Measures indicates partial student growth.  
• SBA has a limited ability to articulate specific actions taken to support student growth and factors inhibiting student growth. Educator may have nearly met all objectives.  
• This category applies to the educator 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.  
• Staff member is neither able to articulate specific actions taken to support student growth nor the factors inhibiting student growth.  
• This category applies to the staff member 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: __________  
Staff member initials: __________  
Administrator initials: __________

5 = 25  
4 = 20  
3 = 15  
2 = 10
## School 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 SBA receives at least sixteen (16) ratings at <em>Innovating</em> and three (3) rating at <em>Applying</em> and/or <em>Developing</em> and zero (0) ratings at <em>Beginning.</em></td>
<td>5</td>
</tr>
<tr>
<td>Applying</td>
<td>If SBA receives fourteen (14) ratings at <em>Applying</em> or higher, five (5) or fewer at <em>Developing,</em> and no more than one (1) at <em>Beginning.</em></td>
<td>4</td>
</tr>
<tr>
<td>Developing</td>
<td>If SBA receives at least ten (10) ratings at <em>Developing or higher</em> and no more than ten (10) ratings at <em>Beginning.</em></td>
<td>3</td>
</tr>
<tr>
<td>Beginning</td>
<td>If SBA receives at least eleven (11) ratings at <em>Beginning</em> or higher.</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Administrator initials: ___________
Educator initials: _______________
Date: ___________________
### Professional Responsibilities Rating (25% of Composite Effectiveness Rating)

Professional Responsibility Rubric found on pages 14 and 15 in the SBA 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 SBA 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 SBA 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 SBA 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 SBA 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

Administrator initials: ____________
Educator initials: _______________
Date: ___________________
Composite Effectiveness Rating

Each SBAs 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>School Leadership (Marzano Rubrics)</th>
<th>Professional Responsibilities (Rubrics in SBA Document)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Evaluation Component**

<table>
<thead>
<tr>
<th>Student Growth (2-5 Scale)</th>
<th>Rubric Score</th>
<th>Component Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rubric Score = Component Score (for reference):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 = 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 = 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 = 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Leadership (2-5 Scale)</th>
<th>5 = 50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 = 40</td>
</tr>
<tr>
<td></td>
<td>3 = 30</td>
</tr>
<tr>
<td></td>
<td>2 = 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Responsibilities (Rubrics in the SBA Document) (2-5 Scale)</th>
<th>5 = 25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 = 20</td>
</tr>
<tr>
<td></td>
<td>3 = 15</td>
</tr>
<tr>
<td></td>
<td>2 = 10</td>
</tr>
</tbody>
</table>

**Component Score Total**

(Component Score for Student Growth + Component Score for School Leadership + Component Score for Professional Responsibilities)

90-100 = Highly Effective
70-89 = Effective
50-69 = Minimally Effective
20-49 = Ineffective

The SBAs 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.*

Administrator 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.


Harvard Graduate School of Education. A User’s guide to peer assistance review. www.gse.harvard.edu/~ngt/par/


Horstman, M. How to Give Feedback.


National Comprehensive Center for Teacher Quality. Thinking Systemically: Steps for States to Improve Teacher Effectiveness.


National Education Association Proposed Policy Statement on Teacher Evaluation and Accountability

National Education Association. Teacher Evaluation and Assessment, Ready, Set, Go. NEA Research and Policy Brief


Osten, M. & Gidseg, E. The Hows and Whys of Peer Mentoring. NCSALL Mentor Teacher Group Guide.


Roeber, E. Using Tests to Evaluate Classroom Teachers. Department of Counseling, Educational Psychology and Special


