

- **TRAINING PLAN FOR ADMINISTRATORS**

The following training will be offered by Michigan Association for any administrator who will evaluate OR be evaluated using the School ADvance Administrator Evaluation System: Training for all administrators was held on 10/19/16 and 10//20/2016 for School ADvance Basic Training

- Introduction and overview of the School ADvance Administrator Evaluation System
- Introduction to the full and summary Principal and District Leader rubrics
 - Matching the rubrics to job responsibilities and establishing priority performance areas
 - Beginning to identify performance evidence
 - Planning the evaluation cycle and formative and summative processes
 - Establishing a base line self-assessment
 - Collecting and documenting performance evidence
 - Goal setting, growth plans, and performance conferencing
- Developing rater and inter-rater reliability
- Planning for implementation
- Accessing a Web-based refresher training modules for all users

PROCESS FOR ADMINISTRATORS

MASA'S SCHOOL ADVANCE ADMINISTRATOR EVALUATION INSTRUMENT

1. Align the rubrics to Administrator and District priority goals and initiatives (strategies)
2. Unpack the rubrics and develop "look-fors" (i.e. generate and share ideas for evidence)
3. Complete base-line self-assessments
4. Develop initial growth plans
5. Establish process for documenting evidence
6. Develop evaluation cycle and timelines
7. Work out summative performance rating process. Evidence collection associated with school administrator performance will be ongoing and will consist of various forms. Evidence may be collected and documented by the evaluator, the school administrator being evaluated, and/or through other evidence collection means. Evidence collection strategies and areas of focus may include, but are not limited to, observation of school administrator job performance; survey results; demonstrated achievement of district and/or school improvement goals; improved teacher and/or subordinate performance; district and/or school culture, including staff morale; community, including district, school, and the community-at-large, input and feedback; compliance with applicable law, policy, and procedures; improved self-practice; professional development; and district/school

operations. Evidence collected will be interpreted as against the School ADvance framework for building-level administrators and district-level administrators, as applicable, rubric for the purpose of determining whether the school administrator's performance is ineffective, minimally effective, effective, or highly effective within a particular component.

<http://www.goschooladvance.org/sites/default/files/AssurancesDoc Michigan Users 2016 6.pdf?sid=590>