



Port Huron Schools

Advocate Innovate Educate

Administrator Evaluation

2016-2017

Our Vision...

The Port Huron Area School District will provide a personalized, world-class education for each student today to shape tomorrow's community and global leaders.

Our Mission...

We will *advocate* for our students and families in partnership with our community to assure their success inside and outside of school; continuously *innovate* our practices and programs to improve student achievement; and *educate* in ways that are relevant, relationship driven, and rigorous.

Board of Education Goals:

1. Increase student academic achievement through the implementation of an aligned K-12 curriculum and high quality focused instruction on a daily basis.
2. Personalize learning for each student through the use of 21st century technologies and differentiated instruction.
3. Create an organizational culture of excellence with clear expectations, a focus on exemplary customer service, and an urgency to meet the needs of each student and family every day.
4. Prioritize financial resources with an unwavering focus on student learning and achievement.

Purpose of the Evaluation Process

The Port Huron Area School District is dedicated to an evaluation process that focuses on continuous professional growth. It is the responsibility of the Board of Education and the Superintendent of Schools to meet all requirements established in the law and to ensure the public that we have the highest quality administrators working with their children every day. Our evaluation processes and tools should demonstrate that we hold ourselves to rigorous professional standards, just as we hold our students to rigorous academic standards. An effective evaluation system is an opportunity to determine professional development needs and identify areas where administrators can use their leadership skills to their knowledge and experience with others.

The Port Huron Area School District has determined the following purposes for evaluation:

- Provide a format for reflection, on-going dialogue, and assessment of professional practices
- Identify areas of strength and areas for continued professional growth
- Evaluate performance for continuing employment
- Comply with Board Policy and all applicable laws, rules and regulations

Process of Administrator Evaluation

The deliberate decision to utilize School ADvance Administrator Evaluation System as the evaluation tool for all district administrators guarantees a rigorous, transparent, and fair performance evaluation system. This model articulates a consistent definition of professional practice, creates a shared understanding of expectations, and promotes professional learning. Through the evaluation process we are able to analyze and reflect upon professional practices and student results. Job performance will be evaluated using multiple rating categories. Working together, we are dedicated to successfully meeting the educational needs of all students and their families. Our work will be reflected through increased student achievement.

Research Base for School ADvance

School ADvance is one of the administrative evaluation tools recommended by the Michigan Department of Education. It has been developed through a partnership between MASA, Michigan ASCD and K12 Education Solutions. All supporting research for the use of the School ADvance can be found at <http://www.goschooladvance.org/Research-and-Development>

Performance Evaluation Components

Self Evaluation and Professional Goal Setting

- Each administrator will complete a self evaluation using the School ADvance rubrics and be able to discuss pertinent evidence supporting the self rating.
- Individual goals will be set annually based upon the previous year evaluation, district vision and mission, Board of Education goals, and building School Improvement Plan. Goals will be shared with the Immediate Supervisor each fall.

Mid-Year Meeting

A conference will be held between the Immediate Supervisor and the Administrator at the midpoint of the school year. Topics will include, but are not limited to, the following:

- Identify observed strengths and areas needing improvement
- Review progress towards professional goals
- Review of available student growth data
- Discussion of support needed to meet expectations

End-of-Year Conference

A conference will be held between the Immediate Supervisor and the Administrator prior to the end of the school year. Topics will include, but are not limited to, the following:

- Discuss completed Annual Year-End Performance Evaluation and provide data-based rationale for the overall effectiveness rating
- Identify observed strengths and areas needing improvement
- Provide an opportunity to reflect upon the year
- Establish specific performance goals that will assist in improving effectiveness for the upcoming year
- Recommended training/professional development for the next school year

Student Growth Data

The philosophy of the PHASD regarding the Annual Year-End Performance Evaluation is that assessment is part of the learning that happens in our classrooms, it is not the score at the end. Assessment is about the process of analyzing student data, using that data to change instruction, and being able to demonstrate positive student response to that instruction. In that spirit, the student achievement and growth portion of the Annual Year-End Performance Evaluation will be part of a process, not simply student scores as an end product.

It is the role of all professionals working with our students to support all facets of their growth. Recognizing that student growth is mandated as 25% of the evaluation, administrators will be scored using the same data as the teachers in their building following the same criteria.

Student growth is measured using multiple data sources. When available the year-end evaluation will be based on student growth data for the most recent 3-consecutive-school-year period.

Rating	Student Growth
Highly Effective	89.5% - 100% of data set shows adequate growth
Effective	69.5% - 89.4% of data set shows adequate growth
Minimally Effective	49.5% - 69.4% of data set shows adequate growth
Ineffective	Less than 49.5% of data set shows adequate growth <u>OR</u> No data provided

Rating Determination

- Each component will be given a rating based on all meetings and interactions throughout the year. Supporting evidence will be made available if requested.
- General comments of strengths and areas for growth will be included for each Domain in the final evaluation.
- Final rating in each Domain will be determined based on the majority of component ratings in the domain.
- Overall summative rating will be based 75% on Domain ratings and 25% on Student Growth Data.

Additional Information

- Annual Year-End Performance Evaluations which reflect overall effectiveness ratings will be completed and reported to the State in accordance with Section 1249 of *The Revised School Code* (RSC).
- Administrators will be provided annual training in the understanding of the performance rubrics and the evaluation process. Training may take place during administrative team meetings or through participation in virtual training.
- All administrators with the responsibility to evaluation professional staff will complete annual training in the teacher evaluation tool and procedures. Training in the use of the *Framework for Teaching* rubrics is provided through Teachscape and during administrative meetings led by the Executive Director of Employee and Student Services.
- Evaluation forms and related documents can be found at the following links
 - [Building Administrator Evaluation Form](#)
 - [Building Administrator School ADvance rubrics](#)
 - [Central Office Administrator Evaluation Form](#)
 - [District Administration School ADvance rubrics](#)
- An Individualized Improvement plan will be developed for any administrator with one or more Domains rated less than “Effective”.