

# Oak Park School District



**Oak Park  
Schools**

## Building & District Administrators and Leaders Evaluation

A GUIDEBOOK FOR ALL BUILDING AND DISTRICT ADMINISTRATORS & LEADERS  
December 2020

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## INTRODUCTION

The Oak Park School District Board of Education and Superintendent believe that great leadership inspires great teaching and learning, which ultimately changes the lives of children. The OPSD leaders and educators are our greatest resources, to carry our District mission to provide quality education in which we respect students' individual and cultural differences, educate all students to meet or exceed the District's academic standards, and ensure they possess college and career readiness skills necessary to become lifelong learners and productive citizens. To accomplish the mission, we need to focus intensely on the quality of the instruction provided to every student, in every classroom district-wide.

Pursuant to the Michigan Department of Education guidelines on teacher and administrator evaluation, the Oak Park School District administrator evaluation system measures two main components, discussed in much greater detail throughout the pages of this guidebook:

1. Professional Practices (60%) - Identifies major elements of each domain through specific performance tasks, factors, and characteristics; and
2. Student Growth (40%) - An objective measure of student learning.

These measures focus on what matters most—the students. The system measures student outcomes expected as a result of excellent instructional leadership. This guidebook outlines the measures, protocols, and tools of the administrator evaluation process to assist all school and district leaders to utilize the School Advance tool as a continuous growth model. Here you will find:

- an overview of the School ADvance Evaluation Cycle;
- the School Advance System of Frameworks;
- the School Advance Tools/Resources Organization of Rubrics;
- the Difference Between Summative and Formative Rubrics;
- the Principal and Building Leader Final Evaluation Profile;
- additional resources to support implementation and use of the tool.

The requirements and guidelines describe the School ADvance System, adopted by the Michigan Department of Education (MDE), as an evaluation system that uses descriptors of research-supported behaviors and actions support “Right Work” and reduce subjectivity.

It is **more than an evaluation system; it is a growth model** designed to help Oak Park administrators and leaders become more successful by providing regular, meaningful insights and timely feedback about their everyday practices. This guidebook provides an overview of the general evaluation process to be applied to the specific rubric that meets the needs of each administrator's individual leadership role. The School Advance Administrator Evaluation System framework is divided into three rubrics:

- 1) Superintendent and District Leaders,
- 2) Principal and Building Leaders, and
- 3) Non-Instructional Leaders.

The rubrics are organized by domains (areas of responsibility), factors (elements of practice) and characteristics (descriptions of practice). The overall growth model is designed to develop leadership skills over time. It is uniquely specific to the different leadership roles in our District, while holding leaders accountable for clearly defined standards of practice.

## DISTRICT IMPROVEMENT GOALS

Educator effectiveness and student growth are at the forefront of all district improvement efforts. To engage in continuous improvement, the Oak Park School District has identified the following district goals through strategic planning which included district and community stakeholders:

Oak Park Schools will...

- Create and implement a data-driven instructional plan and framework to significantly and consistently improve student academic outcomes in growth and proficiency.
- Create and implement systems that provide a culturally competent, safe, supportive, and collaborative learning environment for all students and staff
- Develop and implement a plan to attract and retain educators that are committed to a culture of integrity, accountability, continuous growth and service.
- Develop and implement a plan that will engage all stakeholders in two-way communication through consistent, timely and accurate information using web, social, voice, broadcast and written media.
- Provide safe and environmentally conducive classrooms which fosters effective teaching and learning while using 21st century technologies.

## THE SCHOOL ADVANCE PROCESS: EVIDENCE BASED EVALUATIONS

The School ADvance tool uses several different artifacts to measure performance and growth. It is critical that each administrator closely examines their assigned framework and rubrics to unpack the Domains (areas of responsibilities), Factors (elements of practice and Characteristics (descriptors of practice). Below are examples of evidence that will be used:

- Evidence based interpretations of performance
- Balanced use of documentation, self-assessment, observation and feedback to supply evidence.
- Triangulation through multiple sources of evidence
- Dialogue to reach authentic interpretation of the evidence
- Courage to look at the data and recognize “growth edges”, a behavior, practice or competencies you want or need to develop or refine.
- Persistence to achieve meaningful growth practices

It is critical to know the difference between Summative and Formative Rubrics:

**Summative Rubrics:** provide a single condensed description of each characteristic and used to develop the summative evaluation.

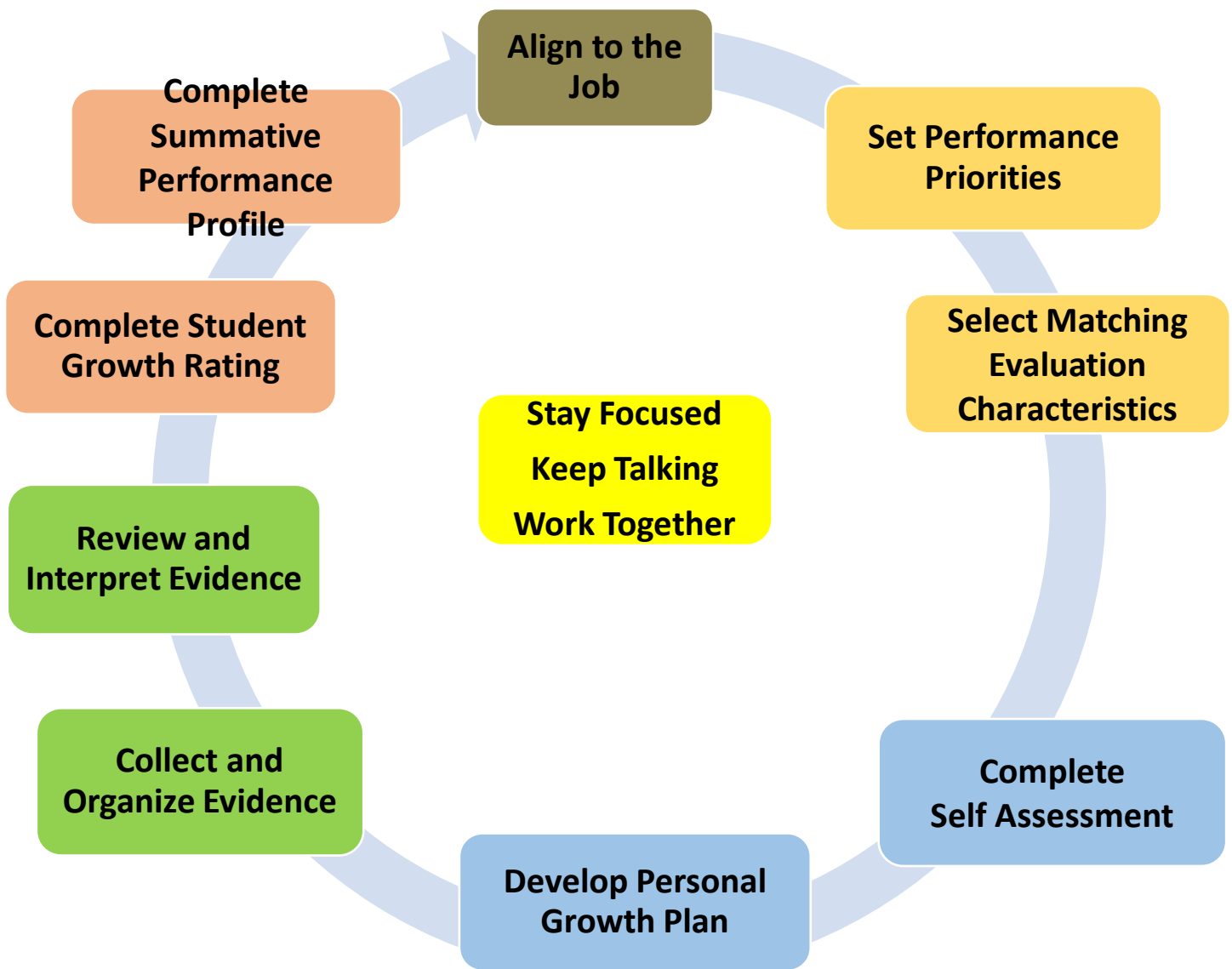
**Formative Rubrics:** provide an expanded set of multiple descriptors for each characteristic. The formative rubric is used to develop and guide the: 1) self-assessment, 2) formative growth plans and 3) evidence documentation.

The final end-of-the year rating will be based on the School ADvance Rating Key. Each performance level builds on the previous one as outlined below:

- Ineffective – Does not meet expectations for minimally effective
- Minimally Effective – demonstrates basic person knowledge, compliance, competence or ownership; What “I do” to know, show, do, tell, comply, independent.

- Effective – works to build staff (parent and/or student) knowledge, competence and ownership; What “We do” to train, guide, coach, facilitate, collaborate, team.
- Highly Effective – works to build leadership, expand ownership, foster innovation or develop enhancements; What “They do” to foster, enhance, empower, shared leadership, TRUST, support.

## SCHOOL ADVANCE EVALUATION CYCLE



## ALIGN TO THE JOB

List all the positions you will evaluate with School Advance Administrator Evaluation System.

Identify and “star” those positions you think may need some form of adaptation, such as:

1. “Turn off” evaluation characteristics from one of the rubrics that are not applicable.
2. Use a combination of evaluation characteristics from both the principal and district rubrics.

Identify your leadership position and rubric:

1. Superintendent and District Leader
  - Superintendent
  - Assistant or Associate Superintendent
  - Curriculum Director
  - Director of Instruction
  - Director of Special Education
  - Other



## Principal and Building Leader Framework 2.0

<p style="text-align: center;"><b>Domain 1 – Results</b></p> <p><b>A. Growth targets on mandatory academic measures</b></p> <p><b>B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics</b></p> <p><b>C. Growth targets on valid, research supported behavioral measures associated with academic achievement</b></p> <p><b>D. Growth targets on valid, research supported psycho-social measures associated with academic achievement</b></p> <p><small>Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student’s performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.</small></p>	
<p style="text-align: center;"><b>Domain 2 – Leadership</b></p> <p><b>A. Vision for Learning and Achievement</b></p> <ol style="list-style-type: none"> <li>1. Mission and Vision</li> <li>2. Goals and Expectations</li> </ol> <p><b>B. Culture</b></p> <ol style="list-style-type: none"> <li>1. Values, Beliefs, Principles, and Diversity</li> <li>2. Language, Traditions, Celebrations, and Stories</li> </ol> <p><b>C. Leadership Behavior</b></p> <ol style="list-style-type: none"> <li>1. Informed and Current</li> <li>2. Strategic and Systemic</li> <li>3. Fair, Legal, Honest, and Ethical</li> <li>4. Adaptive and Resilient</li> </ol>	<p style="text-align: center;"><b>Domain 3 – Systems</b></p> <p><b>A. High Quality and Reliability Instructional Program</b></p> <ol style="list-style-type: none"> <li>1. Guaranteed and Viable Curriculum</li> <li>2. Evidence Based and Differentiated Instruction</li> <li>3. Standards Based Assessment and Feedback</li> </ol> <p><b>B. Safe, Effective, Efficient Programs and Services</b></p> <ol style="list-style-type: none"> <li>1. Laws, Policies, and Regulations</li> <li>2. Processes and Procedures</li> <li>3. Resource Allocation and Management</li> </ol>
<p style="text-align: center;"><b>Domain 4 – Processes</b></p> <p><b>A. Community Building</b></p> <ol style="list-style-type: none"> <li>1. Relationships</li> <li>2. Inclusion</li> <li>3. Communications</li> </ol> <p><b>B. Evidence Based Improvement</b></p> <ol style="list-style-type: none"> <li>1. Collaborative Inquiry</li> <li>2. Systematic use of Multiple Data Sources</li> <li>3. Data Systems</li> </ol>	<p style="text-align: center;"><b>Domain 5 – Capacity</b></p> <p><b>A. Human Development</b></p> <ol style="list-style-type: none"> <li>1. Professional Learning</li> <li>2. Leadership Development</li> <li>3. Performance Evaluation</li> <li>4. Productivity</li> </ol> <p><b>B. Technology Integration and Competence</b></p> <ol style="list-style-type: none"> <li>1. Personal Use of Technology</li> <li>2. Learning and Teaching with Technology</li> <li>3. Leadership for Technology</li> </ol>

2. Principal and Building Leader
- Principal
  - Assistant, Associate Principal
  - Dean of Students
  - Other



## Superintendent and District Leader Framework 2.0

<p style="text-align: center;"><b>Domain 1 – Results</b></p> <p><b>A. Growth targets on mandatory academic measures</b></p> <p><b>B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics</b></p> <p><b>C. Growth targets on valid, research supported behavioral measures associated with academic achievement</b></p> <p><b>D. Growth targets on valid, research supported psycho-social measures associated with academic achievement</b></p> <p><small>Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student’s performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.</small></p>	
<p style="text-align: center;"><b>Domain 2 – Leadership</b></p> <p><b>A. Vision for Learning and Achievement</b></p> <ol style="list-style-type: none"> <li>1. Mission and Vision</li> <li>2. Goals and Expectations</li> </ol> <p><b>B. Culture</b></p> <ol style="list-style-type: none"> <li>1. Values, Beliefs, Principles, and Diversity</li> <li>2. Language, Traditions, Celebrations, and Stories</li> </ol> <p><b>C. Leadership Behavior</b></p> <ol style="list-style-type: none"> <li>1. Informed and Current</li> <li>2. Strategic and Systemic</li> <li>3. Fair, Legal, Honest, and Ethical</li> <li>4. Adaptive and Resilient</li> </ol>	<p style="text-align: center;"><b>Domain 3 – Systems</b></p> <p><b>A. High Quality and Reliability Instructional Program</b></p> <ol style="list-style-type: none"> <li>1. Guaranteed and Viable Curriculum</li> <li>2. Evidence Based and Differentiated Instruction</li> <li>3. Standards Based Assessment and Feedback</li> <li>4. Technology to Expand Learning Opportunity</li> </ol> <p><b>B. Safe, Effective, Efficient Programs and Services</b></p> <ol style="list-style-type: none"> <li>1. Laws, Policies, and Regulations</li> <li>2. Processes and Procedures</li> <li>3. Resource Allocation and Management</li> <li>4. Personnel Policies and Practices</li> <li>5. Non-Instructional Technology</li> </ol>
<p style="text-align: center;"><b>Domain 4 - Processes</b></p> <p><b>A. Community Building</b></p> <ol style="list-style-type: none"> <li>1. Board Relations</li> <li>2. Leadership Team Relations</li> <li>3. Internal and External Stakeholder Relations</li> <li>4. Communications and Media Relations</li> </ol> <p><b>B. Evidence Based Improvement</b></p> <ol style="list-style-type: none"> <li>1. Collaborative Inquiry</li> <li>2. Systematic use of Multiple Data Sources</li> <li>3. Data Systems</li> <li>4. Aligned Improvement, Monitoring, and Reporting</li> </ol>	<p style="text-align: center;"><b>Domain 5 – Capacity</b></p> <p><b>A. Human Development</b></p> <ol style="list-style-type: none"> <li>1. Professional Learning</li> <li>2. Leadership Development</li> <li>3. Performance Evaluation</li> <li>4. Productivity</li> </ol> <p><b>B. Contextual and Political</b></p> <ol style="list-style-type: none"> <li>1. Contextual and Political Awareness</li> <li>2. Education and Advocacy</li> </ol>

3. Non-Instructional Administrator
- Director of Finance
  - Director of Technology
  - Director of Food Service
  - Director of Transportation
  - Director of Human Resources
  - Director/Coordinator of Athletics
  - Other



## Non-Instructional Administrator Framework 2.0

<p><b>Alternative Domain 1 – Non-Student Based Results</b></p> <p>Growth Targets on One or More Non-Student Based Quality or Key Performance Indicators*</p> <p><b>A. Quality or Key Performance Indicator 1:</b></p> <p><b>B. Quality or Key Performance Indicator 2:</b></p> <p><b>C. Quality or Key Performance Indicator 3:</b></p> <p><small>*Quality indicators can be developed for each division, department, or program. All quality or key performance indicators should align with and/or link to the district or organization's strategic plan or another means of establishing performance targets at a district or organizational level. Districts can add Quality or Key Performance Indicators as needed.</small></p>	
<p style="text-align: center;"><b>Domain 2 – Leadership</b></p> <p><b>A. Mission, Vision, and Goals for District or Organizational Success</b></p> <ol style="list-style-type: none"> <li>1. Personal Mission and Vision</li> <li>2. District Mission and Vision</li> <li>3. Goals and Expectations</li> </ol> <p><b>B. Culture</b></p> <ol style="list-style-type: none"> <li>1. Values, Beliefs, Principles, and Diversity</li> <li>2. Language, Traditions, Celebrations, Guiding Principles and Cultural Norms</li> </ol> <p><b>C. Leadership Behavior</b></p> <ol style="list-style-type: none"> <li>1. Informed and Current</li> <li>2. Strategic and Systemic</li> <li>3. Fair, Legal, Honest, and Ethical</li> <li>4. Work Habits</li> </ol>	<p style="text-align: center;"><b>Domain 3 – Systems</b></p> <p><b>A. Reliable, Aligned, and Consistent Operations</b></p> <ol style="list-style-type: none"> <li>1. Laws, Policies, and Regulations</li> <li>2. Processes and Procedures</li> <li>3. Resource Allocation and Management</li> <li>4. Personnel Policies and Practices</li> </ol> <p><b>B. Efficient and Effective Operations</b></p> <ol style="list-style-type: none"> <li>1. Personnel Evaluation</li> <li>2. Performance Development</li> <li>3. Productivity</li> <li>4. Leadership Development</li> </ol>
<p style="text-align: center;"><b>Domain 4 - Processes</b></p> <p><b>A. Community Building</b></p> <ol style="list-style-type: none"> <li>1. Internal Stakeholder Relations</li> <li>2. External Stakeholder Relations</li> <li>3. Media Relations</li> <li>4. Communications</li> </ol> <p><b>B. Evidence Based Improvement</b></p> <ol style="list-style-type: none"> <li>1. Collaborative Inquiry</li> <li>2. Systematic use of Multiple Data Sources</li> <li>3. Data Systems</li> <li>4. Non-instructional Technology</li> </ol>	<p style="text-align: center;"><b>Domain 5 – Capacity</b></p> <p><b>A. Reliability</b></p> <ol style="list-style-type: none"> <li>1. Dependability</li> <li>2. Work Quality</li> <li>3. Professionalism</li> </ol> <p><b>B. Adaptability</b></p> <ol style="list-style-type: none"> <li>1. Initiative and Responsiveness to Change</li> <li>2. Creativity and Innovation</li> </ol>

## SET PERFORMANCE PRIORITIES

To set performance priorities the Superintendent and Administrators work together to identify the most important and critical work. Below is an exercise recommended by School Advance:

1. Meet as a group and create a document for all to see and share.
2. List all the major initiatives the Oak Park teams are working on.
3. Place a star next to the 2-3 initiatives that are the top district priorities for the school year.
4. Post the list where the team can access it and refer to it.

## SELECT MATCHING EVALUATION CHARACTERISTICS DETERMINE EVIDENCE

1. Review Oak Park's top 2-3 top priorities and use them as the initiatives.
2. List the actions/activities needed to accomplish the top 2-3 priorities.
3. Select the 8-10 evaluation characteristics that best match the action/activities.

## UNPACK CHARACTERISTICS AND DETERMINE EVIDENCE

By unpacking the characteristics and identifying possible evidences, you become more familiar with your assigned framework based on your role along with the summative and formative rubrics. For example, let's unpack Principal and Building Leader Framework 2.0, Domain 2:

- DOMAIN 2 – Leadership
- FACTORS – A Vision for Learning and Achievement
- CHARACTERISTICS – Mission and Vision  
Goals and Expectations

This requires administrators and leaders to first read the single row of descriptors on the summative rubric and then read the expanded descriptors on the formative rubrics. Take the time to

- summarize what you think the characteristics are about;
- what evidence you might use to demonstrate the characteristics in your building or district;
- and the examples of evidence you can use.

The School ADvance resources are organized by administrator positions, frameworks and rubrics. PAUSE and go to: <http://www.goschooladvance.org/resources> to review your summative and formative rubrics assigned to you by position.



### Board, Superintendent, and District Leader Training Materials

- Board Training Presentation
- Superintendent Evaluation Cycle
- Superintendent and District Leader Framework
- Superintendent and District Leader Summative Rubric
- Superintendent and District Leader Formative Rubric
- Administrator Growth Plan
- Administrator Growth Plan Example
- Superintendent and District Leader Summative Rating Profile
- Board Consensus Rating Process Instructions

### Principal and Building Leader Training Materials

- School ADvance Evaluation Cycle
- Principal and Building Leader Framework
- Principal and Building Leader Summative Rubric
- Principal and Building Leader Formative Rubric
- Administrator Growth Plan
- Administrator Growth Plan Example
- Principal and Building Leader Summative Rating Profile

### Non-Instructional Administrator Training Materials

- Non-Instructional Administrator Framework
- Non-Instructional Administrator Summative Rubric
- Non-Instructional Administrator Rating Profile

## COMPLETE SELF-ASSESSMENT

Complete a Base-Line Self-Assessment to start year 1 and update each year. The Self-Assessment is used to find your “growth edges.” Remember, a growth edge is a behavior, practice or competencies you want or need to develop or refine. The process requires the full use of the formative rubric to be used with the following steps:

1. Highlight or check all the descriptors you feel you address in your work.
2. Descriptors you are not addressing are your growth edges.
3. Pay particular attention to growth edges in the minimally effective and effective ranges.
4. Identify the characteristics where you have the most critical growth edges.
5. Rank order your growth edges in terms of importance for this evaluation cycle.
6. Select 2-3 most important growth edges for this year.
7. Confirm with your supervisor.
8. Develop your growth plan for each of the 2-3 you confirm.

## DEVELOP PERSONAL GROWTH PLAN

Each administrator and leader should develop 2-3 growth plans for an evaluation cycle. While we all have many growth edges, we make the most growth when we focus on just a few at a time. Growth plans are typically built around characteristics selected or prioritized for the evaluation cycle. Growth plans may also be required to address significant performance deficiencies. Growth plans are a way to foster continuous professional growth for each administrator.

**IMPORTANT NOTE:** If an administrator is at risk for non-renewal or non-extension due to significant performance issues, an Individual Development Plan (IDP) should be substituted for a Growth Plan.

When drafting your first Growth Plan use the following steps:

1. Look over the self-assessment you just did on the characteristics that will be used for the first evaluation cycle.
2. Find your growth edges for each of the characteristics you self-assessed (these are the indicators you could not highlight).
3. Decide which characteristic to focus on for your first growth plan.
4. Look over the indicators you could not highlight for that characteristic.
5. Develop your Growth Plan draft to grow either vertically or horizontally on that characteristic (see examples in the School ADvance Resources file).
6. Be sure your growth plan activities are relevant and timely for this evaluation cycle.

7. Record your plans using the template below; one plan per template and a total of 2-3 plans. Go to: <http://www.goschooladvance.org/resources> to access the template.

**Administrator Personal Growth Plan**

**School ADvance**  
Personal Growth Plan For:  
Position:  
Date Developed:  
Period Covered:

Domain: \_\_\_\_\_ Factor: \_\_\_\_\_  
Characteristic: \_\_\_\_\_

Current Performance Level: \_\_\_\_\_ Target Performance Level: \_\_\_\_\_

Personal Growth Goal:

Growth Activity	Timeline for Activity:	Resources Needed	Support Needed

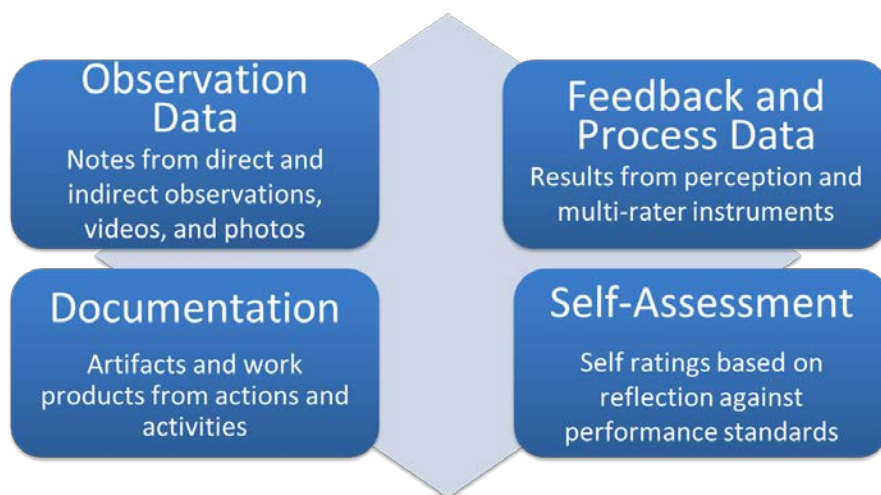
Evidence of Meeting Goal:  
Date Goal Met: \_\_\_\_\_ New Performance Level: \_\_\_\_\_

SchoolADvance™ Administrator Growth Plan ©, Reeves, P. & McNeill, P., 2017

## COLLECT AND ORGANIZE EVIDENCE

Performance evidence should be compiled, maintained and updated throughout the year and from year to year. It is essential that evidence is captured by both the evaluator and evaluate. The evidence should be based on the evaluation characteristics that align with the established goals and priority initiatives also known as strategies.

The diagram below provides four distinct areas that should be used for organizing evidence:



## REVIEW AND INTERPRET EVIDENCE

The starting place for reliable interpretation of evidence:

1. Link the evidence to performance characteristics.
2. Explain and dialogue about what the evidence shows.
3. Consider each piece of evidence in light of other evidence (triangulation).
4. Maintain ongoing dialogue and interaction that connects the dots into a “whole story.”
5. Rate characteristics based on preponderance of evidence.

## COMPLETE STUDENT GROWTH RATING

Working with Domain 1: Results – Student Growth and Growth Ratings starts with Michigan Law:

1. Beginning in 2019-20, the growth rating moved to 40%. Fifty percent of the 40% must be based on State assessments where applicable.
2. For teachers in state tested core areas, growth ratings will be based on a combination of ratings from State assessments and district measures which may include other research based academic and non-academic measures.
3. For teachers in core or non-core areas with no required state test, growth ratings will be based on district measures which may include optional State assessments where available.
4. For administrators and instructional leaders, growth will be based on the aggregation of growth measures within the administrator's scope of responsibility.
5. Michigan Administrators and Leaders must include\*:
  - Student Attendance
  - Teacher Evaluation (if the administrator evaluates teachers)
  - Progress on school improvement plan
  - Staff, student, parent feedback

**\*Districts must develop a local growth model that is transparent and treats all similarly situated teachers and administrators and leaders equitably.**

## COMPLETE SUMMATIVE PERFORMANCE PROFILE

Steps for completing the Summative Evaluation:

- Prepare by reviewing all evidence
- Both the administrator and the supervisor complete draft summative ratings
- Meet to review the evidence and draft ratings
- Confirm the final ratings
- Compute the overall rating

Below is an example of the final Evaluation Profile for Principal and Building Leader (Domains 2-5), used to verify the overall performance rating and identifying the growth edges for the next evaluation cycle.

## Domain 2 – 5 Characteristics

<a href="#">2.A.1</a>	Mission and Vision	___	IE	___	ME	___	E	___	HE*
<a href="#">2.A.2</a>	Goals and Expectations	___	IE	___	ME	___	E	___	HE
<a href="#">2.B.1</a>	Values, Beliefs, Principles, and Diversity	___	IE	___	ME	___	E	___	HE
<a href="#">2.B.2</a>	Language, Traditions, Celebrations, and Stories	___	IE	___	ME	___	E	___	HE
<a href="#">2.C.1</a>	Informed and Current	___	IE	___	ME	___	E	___	HE
<a href="#">2.C.2</a>	Strategic and Systemic	___	IE	___	ME	___	E	___	HE
<a href="#">2.C.3</a>	Fair, Leal, Honest, and Ethical	___	IE	___	ME	___	E	___	HE
<a href="#">2.C.4</a>	Adaptive and Resilient	___	IE	___	ME	___	E	___	HE
<a href="#">3.A.1</a>	Guaranteed and Viable Curriculum	___	IE	___	ME	___	E	___	HE*
<a href="#">3.A.2</a>	Evidence Based and Differentiated Instruction	___	IE	___	ME	___	E	___	HE
<a href="#">3.A.3</a>	Standards Based Assessment and Feedback	___	IE	___	ME	___	E	___	HE
<a href="#">3.B.1</a>	Laws, Policies, and Regulations	___	IE	___	ME	___	E	___	HE
<a href="#">3.B.2</a>	Processes and Procedures	___	IE	___	ME	___	E	___	HE
<a href="#">3.B.3</a>	Resource Allocation and Management	___	IE	___	ME	___	E	___	HE
<a href="#">4.A.1</a>	Relationships	___	IE	___	ME	___	E	___	HE*
<a href="#">4.A.2</a>	Inclusion	___	IE	___	ME	___	E	___	HE
<a href="#">4.A.3</a>	Communications	___	IE	___	ME	___	E	___	HE
<a href="#">4.B.1</a>	Collaborative Inquiry Process	___	IE	___	ME	___	E	___	HE
<a href="#">4.B.2</a>	Systematic Use of Multiple Data Sources	___	IE	___	ME	___	E	___	HE
<a href="#">4.B.3</a>	Data Systems	___	IE	___	ME	___	E	___	HE

The Final Rating Profile should:

- document the overall evaluation results for both student growth and staff performance;
- be completed collaboratively, and results should be based on evidences, not perceptions, inferences, or assumptions;
- based on evaluator's final say, but if an agreement is not reached on the rating for each characteristic being used.
- be kept in each administrators' personnel file annually.

**ADMINISTRATOR EVALUATION  
2020-2021 CALENDAR  
(REVISED 12/20)**

**Friday, December 18**

- By this date, all district and building administrators will complete the Self- Assessment and *draft* their Personal Growth Plan. Administrators will utilize the School Advanced Growth Plans that will be supported by Measures of Instructional Leadership (MILE) Assessment work with the Instructional Leadership Academy from the Center for Educational Leadership at the University of Washington scheduled for 2021.

**By Monday, January 11**

- By this date, building and district administrators and non-instructional leaders submit a draft of their Growth Plan to their assigned evaluator during a conference and APPROVE recommendations to supervisor, if necessary by January 18.

**Friday, January 18:**

- By this date, all administrators and leaders will submit their final Growth Plans or IDPs through Pivot (5D+) directly to their assigned evaluator.
- The Superintendent, Assistant Superintendent(s), Principals will observe via Zoom. For example, during MTSS, staff meetings, administrator meetings, classroom observations, presentations, Cabinet Meetings, PLN meetings, 1:1 Meetings, parent/family meetings, etc.

**Each Month- January - May:**

- Administrators will collect and organize evidence on an ongoing basis.
- Administrators will upload supporting evidence and artifacts in Pivot.

**Friday, March 26**

- By this date, all evaluators will have conducted a mid-year check-in with each administrator to confirm progress towards goals, growth plans and student growth.

**Tuesday, June 1:**

- By this date, review and interpret the evidence.
- All building and district administrators submit student growth ratings in an easily interpretable spreadsheet with supporting documents to their assigned evaluator (non-instructional leaders are not required to submit student growth ratings/supporting documents in Results domain).

**Friday, June 11:**

- By this date, all school administrators and district administrators will have completed their final conferences with their assigned evaluator.

**Friday June 18:**

- By this date, all final evaluation score sheets for ALL teachers, counselors, ancillary staff, building administrators and district administrators must be:
  - Printed;
  - Signed by the evaluator;
  - Signed by the employee;
  - A sign copy provided to the employee
  - Signed hard copies, in alpha order, sent to HR by buildings or departments (Superintendent's Office, Teaching and Learning, Specialized Student Services, Human Resources and Business and Finance).