



2018-2019

## Employee Performance System

# Michigan Principal Evaluation and Educator Effectiveness Guide

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## OVERVIEW

By 2020, National Heritage Academies' (NHA) goal is to have 90% of students who have been with NHA for three or more years meeting (or exceeding) the college readiness thresholds in both Math and Reading. There are three preconditions to meet this goal: 1) achieve high student attendance, 2) achieve high teacher attendance and 3) hire and retain teachers, deans, and principals above the talent threshold.

This guidebook provides principal evaluation and educator effectiveness requirements of both NHA and the state of Michigan. The first section includes processes, guidelines, and tools for evaluations. The second section includes requirements for educator effectiveness ratings, as well as how ratings are calculated and what they mean.

## EVALUATIONS

### The process

All NHA principals are evaluated annually by their director of school quality (DSQ). The locally developed evaluation tool uses components from Robert J. Marzano, Kim Marshall and Patrick Lencioni, internationally recognized experts in the area of administrator effectiveness and specializing in the design of administrator evaluations. Our principal evaluation tool facilitates conversation around clear expectations for performance and fosters continuous development. The evaluation is just one component of a larger process that occurs throughout the year. This process includes:

One-on-one meetings (O3s)

Feedback from students, parents and teachers

Mid-year self-assessment

Professional development: goal setting and progress monitoring (including professional development plans)

Conversations around continual improvement

End-of-year evaluation

All schools set goals on the school-wide framework. These become the school improvement goals. The Directors of School Quality (DSQs) track the school's progress using the Interactive Classroom Framework (ICF).

Information from the evaluation system contributes to decisions regarding promotion, compensation and employment decisions, in addition to providing a platform for ongoing conversation between directors of school quality and principals. Although only direct supervisors can complete evaluations for their employees, principals are strongly encouraged, and have access, to review and approve evaluations for all staff in their school. The evaluation also informs professional development for all employees.

### Principal rubric

Positions assigned to the Principal Rubric include, but are not limited to, the following:

- Principal
- Interim Principal
- Executive Principal

### Calibration

Calibration is important for all evaluators at your school. School leaders review the evaluation rubrics together to ensure that each rating on the rubric means the same thing to everyone. This increases rater reliability and consistency, and helps drive performance results.

Prior to the start of school, principals also receive training on the evaluation rubric by approved trainers through NHA. All approved trainers are educators that have received in-depth training on NHA’s evaluation rubrics.

## Tips for Delivering Evaluations

- Make the meeting face-to-face and schedule plenty of time in advance. Clearly explain the agenda and purpose of what will be done during the evaluation meeting.
- Provide sincere, positive feedback for good performance. Do not “sugarcoat” negative behaviors, but provide adjusting feedback on behaviors that should start, stop or continue.
- Use the words on the rubric to determine evaluation ratings, NOT hunches or feelings.
- Evaluations are not a time to discuss compensation.

**NOTE: An employee does NOT automatically go on a performance improvement plan (PIP) if he/she receives “Ineffective” or “Developing” ratings within his/her performance evaluation. The manager of the employee will determine the best way to address the growth opportunity.**

## Competencies

The NHA evaluation system for principals has seven competencies: (1) School Culture, (2) Teaching and Learning, (3) Staff Development, (4) Operations and Systems, (5) Leadership, (6) Quality of Student Learning, and (7) Professional Accountabilities. This system allows for a fluid discussion around performance and informs professional development goals and opportunities for principals.

The end-of-year evaluation will include:

<b>End of Year Evaluation:</b>	
<b>Competencies</b>	<b>Indicators</b>
School Culture	<ul style="list-style-type: none"> <li>• Build Trust</li> <li>• Manage Conflict</li> <li>• Gain Commitment</li> <li>• Embrace Accountability</li> <li>• Focus on Results</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• Monitor &amp; Support Effective Instructional Strategy</li> <li>• Monitor &amp; Support Effective Teaching Practice</li> <li>• Monitor &amp; Support Effective Assessment of Student Learning</li> <li>• Monitor &amp; Support Systematic Intervention</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Hiring and Placement</li> <li>• Mentoring Dean Leadership</li> <li>• Teacher Leadership Development</li> <li>• Teacher Professional Development</li> </ul>
Operations & Systems	<ul style="list-style-type: none"> <li>• School Improvement Planning</li> <li>• Monitoring Improvement Progress</li> <li>• Organization &amp; Use of Time</li> <li>• Use of Resources</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Learning Mindset</li> <li>• Initiative and Focus</li> <li>• Self-Awareness</li> <li>• Stakeholder Engagement</li> </ul>
Quality of Student Learning	<ul style="list-style-type: none"> <li>• Positive Impact on Student Learning</li> </ul>
Professional Accountabilities	<ul style="list-style-type: none"> <li>• Dependability</li> <li>• Core Values</li> <li>• Communication</li> <li>• Teamwork</li> </ul>

## Performance rating levels and evaluation scale

All principals use the following performance rating levels:

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Exemplary</b>
Below expected performance level	Approaching expected performance level	Meets expected performance level	Model to other staff and shares knowledge

The Principal Evaluation Rubric has criterion-referenced progressions of performance expectations. Directors of school quality, when evaluating principals, will individually consider each principal and review the rubric beginning at the left “Ineffective” column and progressing to the right “Exemplary” column. Principals need to fulfill each performance measure in its entirety before progressing to the next level.

Evaluators will provide a rating of either Ineffective, Developing, Effective, or Exemplary in each of the 26 indicators above. The schoolwide framework sub score will be weighted as a straight average and will include the Quality of Student Learning competency. The professional accountabilities sub score will also be weighted as a straight average. The overall evaluation rating is determined based on where the average of the combined sub scores fall on the following table:

Ineffective:	1.00 - 1.89
Developing:	1.90 - 2.49
Effective:	2.50 - 3.49
Exemplary:	3.50 - 4.00

## Quality of Student Learning

NHA measures Quality of Student Learning for principals by providing a subjective rating based on their impact on student learning.

## Administrator reliability and validity process plan

Beginning in 2015-2016, NHA began to develop a plan that demonstrates the reliability and validity of administrator evaluations. NHA developed a performance rubric for administrators built around a research-based model with core tenets from Robert J. Marzano, Kim Marshall and Patrick Lencioni. To ensure reliability and validity of implementation of the tool, all principal evaluators are required to participate in training and calibration at least once per year. This increases rater reliability and consistency and drives performance results.

## Training

NHA offers many opportunities for professional development to help attract, retain and grow our staff. All new principals participate in School Leadership Academy, a multiday immersion program designed to ensure buy-in to the school’s mission and vision, address specific curricular and instructional needs and provide training on the evaluation tool. Roberto Martinez, Director of Curriculum and Instruction, Jaclyn Jeffrey, School Leadership Development Director, Elisa Gibbs, Curriculum and Instruction Manager and Melissa VanKlombenburg, School Leadership Development Specialist provide session trainings. Ongoing coaching and additional training throughout the year actively supports principals. NHA has developed a collection of effective, industry-leading practices and incorporated them into its “2020 Plan” (see above). NHA partner schools implement these practices to build a common approach designed to generate outstanding academic results.

To supplement formal trainings, principals participate in additional school-based staff development days provided by school level leaders and Curriculum and Instruction associates.

# EDUCATOR EFFECTIVENESS

## What it is

Many states, including Michigan, have implemented annual educator effectiveness ratings. The purpose of the ratings is to ensure that school districts review administrator performance on a regular basis, allowing schools to refocus resources. In accordance with Michigan law, the ratings include two components: 1) student growth and assessment data, and 2) administrator performance evaluation rating. The state publishes aggregate ratings for schools yearly, including the percent of administrators who received each rating, as well as an overall school rating.

## Ratings

The state of Michigan rates educator effectiveness using the following rating levels:

Highly Effective  
Effective  
Minimally Effective  
Ineffective

***NOTE: NHA's internal evaluation ratings of Exemplary, Effective, Developing, and Ineffective are in alignment with state standards.***

## What the ratings mean

Current Michigan law states that if an administrator receives an overall ineffective or minimally effective rating, he/she must receive an individual improvement plan. The state also mandates termination of an administrator if they receive an overall ineffective rating on three consecutive educator effectiveness scores. This requirement does not dismiss the district's policy regarding at-will employment.

## How the ratings are calculated

Michigan law requires that student growth and assessment data account for 40% of the educator effectiveness rating for the 2018-19 school year. NHA will use up to three years of M-STEP schoolwide data, if available, when measuring student growth.

***NOTE: Data may change due to NHA and state legislative updates.***

The remaining 60% of the rating is based on the annual overall evaluation rating.

NHA will provide each administrator with his/her annual educator effectiveness rating.

Each year, NHA reviews our calculation for educator effectiveness to ensure it meets any updated state legislative or internal requirements.