



2019-2020

Employee Performance

Michigan Principal Evaluation and Educator Effectiveness Guide

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OVERVIEW

National Heritage Academies' (NHA) college readiness 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.

Employee performance plays an integral role in meeting the college readiness goal, and NHA wants to equip its employees to be successful. This guidebook provides information about performance, evaluations, and state educator effectiveness.

EVALUATIONS

The process

NHA principals are evaluated annually by their director of school quality (DSQ). The locally developed evaluation rubric 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 rubric 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
- Annual performance 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 evaluations contribute to decisions regarding promotion, compensation and employment, in addition to providing a platform for ongoing conversation between directors of school quality and principals. The evaluation also informs professional development.

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 performance measures on the rubric to determine evaluation ratings, NOT hunches or feelings.
- Schedule a separate 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 leader of the employee will determine the best way to address the growth opportunity.

Competencies

NHA principal evaluations have 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. The first five competencies are referred to as the Principal Success Factors.

The annual performance evaluation will include:

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

Performance rating levels and evaluation scale

Principals will receive one of the following performance rating levels:

| Ineffective | Developing | Effective | Exemplary |
|----------------------------------|--|----------------------------------|---|
| 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. When evaluating principals, Directors of School Quality will consider each principal individually 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.

The Quality of Student Learning competency is weighted at 40% of the overall evaluation rating, which consists of two equal components: M-Step student growth percentiles (SGP) and additional evidence of student growth. Principal Success Factors and Professional Accountabilities competencies are each weighted at 30% of the overall evaluation rating. The evaluation scales and corresponding ratings are as follows:

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

Quality of Student Learning

Ratings for the Quality of Student Learning competency are based on schoolwide M-Step SGP and/or additional evidence of student growth. The table below indicates the data used for principals:

| | |
|-----------------------|---|
| First Year Principals | <ul style="list-style-type: none">• 40% additional student growth measures for school |
| 2+ Year Principals | <ul style="list-style-type: none">• 20% schoolwide M-Step SGP• 20% additional student growth measures for school |

Administrator reliability and validity process plan

Beginning in 2015-2016, NHA developed 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 college readiness goal. 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

Some 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.

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

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. The remaining 60% of the rating is based on the annual overall evaluation rating. To meet this legal requirement, the annual performance evaluation rating services as the educator effectiveness rating that is reported to the state.

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

NHA will provide each administrator with his/her educator effectiveness rating at the time the annual performance evaluation is delivered to the administrator.

Each year, NHA reviews state educator effectiveness legislation to ensure we meet any updated state requirements.