



2018-2019

## Employee Performance System

Michigan

Dean 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 dean 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 deans are evaluated annually by their principal. 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 dean 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

Information from the evaluation system contributes to decisions regarding promotion, compensation and employment decisions, in addition to providing a platform for ongoing conversation between principals and deans. The evaluation also informs professional development for all employees.

### Dean rubric

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

- Dean
- Academic Intervention Coach
- Interim Dean

### 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, deans 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 deans has three competencies: (1) Lead Instructional Excellence, (2) Quality of Student Learning, and (3) Professional Accountabilities. This system allows for a fluid discussion around performance and informs professional development goals and opportunities for deans.

The end-of-year evaluation will include:

<b>End of Year Evaluation:</b>	
<b>Competencies</b>	<b>Indicators</b>
Lead Instructional Excellence Key Practice 1	<ul style="list-style-type: none"> <li>• Master and Model</li> </ul>
Lead Instructional Excellence Key Practice 2	<ul style="list-style-type: none"> <li>• Team Culture</li> <li>• Staff Leadership</li> <li>• Relational Leader</li> <li>• Culture of Feedback</li> </ul>
Lead Instructional Excellence Key Practice 3	<ul style="list-style-type: none"> <li>• Coaching Environment</li> <li>• Coaching Approach</li> <li>• Feedback</li> <li>• Reflection and Goal Setting</li> </ul>
Lead Instructional Excellence Key Practice 4	<ul style="list-style-type: none"> <li>• School Improvement Process</li> <li>• Teacher Development</li> </ul>
Lead Instructional Excellence Key Practice 5	<ul style="list-style-type: none"> <li>• Drive Instruction and Student Growth</li> <li>• Professional Development</li> </ul>
Lead Instructional Excellence Key Practice 6	<ul style="list-style-type: none"> <li>• NHA and School Systems and Procedures</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 deans use the following performance ratings:

<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 Dean Evaluation Rubric has criterion-referenced progressions of performance expectations. Principals, when evaluating deans, will individually consider each dean and review the rubric beginning at the left “Ineffective” column and progressing to the right “Exemplary” column. Deans 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 19 indicators above. The Lead Instructional Excellence 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 score 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 deans 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 dean 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 deans 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 deans. 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, deans 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. The state will provide Student Growth Percentiles (SGPs) based on the M-STEP data.

***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 legislation or requirements.