Administrator Evaluation Instrument
Administrator Evaluation: Postings and Assurances
State Approved Evaluation Tool; District-Approved Evaluation Tool

Per MCL 380.1249b: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for school administrators. Complete language (including requirements) for MCL 380.1249b can be found on The Revised School Code, P.A. 451 of 1976 website.

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to MASA's 2.0 School Advance Administrator Evaluation Instrument.

Research Base for the Evaluation Framework, Instrument, and Process [Section 1249b(2)(a)]

For MASA's School Advance Administrator Evaluation Instrument, see description at link:

https://goschooladvance.org/wp-content/uploads/2019/05/SA-Levels-of-Implementation-for-Six-Research-Supported-Principles-9-14_0.pdf

IES has added a mission-specific values component to the MASA School Advance Administrator Evaluation Tool. This section of the IES administrator evaluation tool is based on the Choosing to Teach research study, "a detailed multiyear investigation of three selective, mission-driven teacher preparation programs the Urban Teacher Education Program at the University of Chicago, the Alliance for Catholic Education at the University of Notre Dame, and the Day School Leadership through Teaching program at Brandeis University that traces each program s impact on graduates during their first few years of teaching.
Feiman-Nemser and her colleagues show how teacher education programs like these can help teachers develop the understanding, commitment, tools, and strategies they need to teach in specific settings. By tracking the professional growth of teachers in these programs and documenting the challenges they encounter in their respective school sectors, the book explores and illustrates the ways in which these mission-driven programs select and prepare teachers for particular school environments."
Feiman-Nemser, S., Tamir, E., & Hammerness, K. (2014). *Inspiring teaching: Preparing teachers to succeed in mission-driven schools*. Harvard Education Press: Cambridge, MA.

Identification and Qualifications of the Author(s) [Section 1249b(2)(b)]

See description at link: http://www.goschooladvance.org/sites/default/files/AssurancesDoc_Michigan_Users_2016_6.pdf?sid=1042

Evidence of Reliability, Validity, and Efficacy [Section 1249b(2)(c)]

See description at link: http://www.goschooladvance.org/sites/default/files/AssurancesDoc_Michigan_Users_2016_6.pdf?sid=1042

Evaluation Framework and Rubric [Section 1249b(2)(d)]

School ADvance
Administrator Evaluation System

**Principal and Building Leader
Formative Rubric 2.0 for LEA.ISD.ESA**

The Principal and Building Leader Summative Rubrics 2.0 provide administrators and their evaluators with a condensed version of each evaluation characteristic (see School ADvance Administrator Evaluation User Manual and the Principal and Building Leader Framework and Formative Rubric 2.0). This Summative Rubric is organized around the four practice domains (Domains 2-5) and nine practice factors for assessing the performance of building principals, site directors for school and center based student programs, assistant principals, deans of students, and other building administrators. The Principal and Building Leader Framework provides statements that capture the major elements of each domain, through specific performance factors and characteristics. The Domains, Factors, and Characteristics in the Summative Rubric match those in the Framework and Formative Rubric. The Summative Rubric should be used as the basis for the summative performance assessment. The Formative Rubric should be used for formative assessment activities (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance ratings on the Summative Rubric, informing personal growth plans, or plans of assistance/improvement.

Each characteristic in the Summative Rubric collapses several behavioral indicators listed within the Formative Rubric for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

NOTE: There is no Formative Rubric needed or provided for Domain 1–Results, as Domain 1 is only factored into the performance review at the summative level only.

Color Key for Rubrics:

Domains
Factors
Characteristic

Domain 2: Leadership			
Factor A: Vision for Learning and Achievement			
Characteristic 1: Mission and Vision			
Ineffective	Minimally Effective	Effective	Highly Effective
2A1	Articulates and maintains consistent focus on and attention to the central purpose or mission of the school.	*And* assists staff in maintaining focus and consistent attention to the central purpose or mission of the school.	*And* cultivates leadership to help school personnel and stakeholders maintain focus and consistent attention to the central purpose or mission of the school.

	Speaks regularly of the school's central purpose or mission to both the internal and external school community	*And* regularly engages the staff in examining how the school is doing in achieving its central purpose or mission	*And* regularly engages students, parents, and the community in examining how the school is doing in achieving its central purpose or mission
	Has established and regularly shares a personal vision for students and the school informed by research and evidence-based models or examples	*And* inspires staff, parents, and students to formulate their own personal vision for learning, service to students and the school	*And* develops shared leadership to help staff, parents, and students establish a personal vision informed by research and evidence based models or examples
	Solicits and includes staff, student, parent, and community input in creating a shared vision for the school	*And* develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	*And* develops shared leadership to set goals, shape dialogue, make decisions, focus effort, and allocate resources based on a shared vision for the school
	Ensures that the school vision is clear in setting learning expectations for all students	*And* is persistent in helping the school achieve its vision of learning for all students	*And* develops shared responsibility for monitoring progress in achieving the vision of learning for all students
	Maintains a current perspective to inform the school's vision	*And* engages staff, parents, and students with current information to inform the school's vision	*And* works with staff, parents, and students to develop innovative ideas to inform the school's vision

Domain 2: Leadership			
Factor A: Vision for Learning and Achievement			
Characteristic 2: Goals and Expectations			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2A2	Articulate and recommend clear goals for growth, adaptation, and improvement based on the school mission and vision	*And* works with the staff to agree upon clear school level goals for growth, adaptation, and improvement based on the school mission and vision	*And* works with students, parents, and community to understand and support shared goals for growth, adaptation, and improvement based on the school mission and vision
	Keeps the focus on the evidence of student learning for staff, parents, and students	*And* ensures that the school uses valid measures of student learning based on established performance standards and goals	*And* ensures that stakeholders and students receive regular feedback through valid measures of student learning based on the established performance standards and goals
	Holds high expectations for student achievement, well-being, and post-secondary success	*And* works with staff to establish high expectations for student achievement, well-being, and post-secondary success	*And* works with students, parents, and community to support high expectations for student achievement, well-being, and post-secondary success.
	Sets and pursues high expectations for his or her own performance in serving the school and its students	*And* works with staff to establish high expectations for their performance in service to the school and its students	*And* develops shared leadership for establishing high expectations for staff performance in service to the school and its students

	Communicates hope and optimism for the potential of each student to achieve learning success	*And* works with staff to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success	*And* inspires staff, students, parents, and the community to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success

Domain 2: Leadership			
Factor B: Culture			
Characteristic 1: Values, Beliefs, Principles, and Diversity			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2B1	Speaks clearly and consistently about the values and beliefs he or she brings to the work of school leader and service to students	*And* works with staff to examine their values and beliefs and how they influence their service to the school and its students	*And* engages staff, parents, and community leaders in establishing shared values and beliefs to guide how the school serves students
	Demonstrates the value of inclusiveness in the ways he or she engages with the school community	*And* works with staff to demonstrate inclusiveness with the school community	*And* maintains a school ethic of inclusiveness in working with both the internal and external school community
	Communicates the value of a high quality, free, and equitable education for all students	*And* works with staff to pursue both high quality and equity for serving the learning needs of all students	*And* works with both the internal and external school community to support high quality and equity for serving the learning needs of all students
	Establishes and operates from a set of guiding principles for conduct and service as a school leader	Works with staff to establish and operate from a set of shared guiding principles of conduct and service to students	*And* develops shared leadership for maintaining, communicating, and operating from a set of shared guiding principles of conduct and service to students
	Honors and celebrates diversity and the worth of every individual	*And* assists staff and students in honoring and celebrating diversity and the worth of every individual	*And* inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
	Demonstrates civility, respect, and dignity in personal and professional interactions	*And* sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	*And* monitors the school culture and environment to ensure that each person is treated with civility, respect, and dignity

Domain 2: Leadership			
Factor B: Culture			
Characteristic 2: Language, Traditions, Celebrations, and Stories			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2B2	Is clear and consistent in the ways he or she communicates about the work of the school	*And* works with staff, students, and parents to develop a consistent shared language about the work of the school	*And* works with staff to establish clarity and consistency in the ways the school communicates with parents, students, and the community

Approved by the Hope Academy of West Michigan Board on 3.22.2021

	Uses a blend of language, symbols, graphics, and other communication tools to communicate about the work of the school	*And* works with staff, students, and parents to develop and use shared language, symbols, graphics, and other communication tools to communicate about the work of the school	*And* solicits feedback from both internal and external stakeholders on the effectiveness of school communications
	Understands and honors district, school, and community history and traditions	*And* works with staff, students, parents, and community to celebrate district, school, and community history and traditions	*And* creates opportunities to capture and communicate stories that celebrate district, school, and community history and traditions
	Seeks opportunities to establish new traditions that assist the school in achieving its mission and vision	*And* works with staff, students, parents, and community to establish new traditions and celebrations that assist the school in achieving its mission and vision	*And* creates opportunities to capture and communicate stories that illustrate and celebrate the school's accomplishments, growth, evolution, and future aspirations in the service of students

Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 1: Informed and Current			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2C1	Ensures that school goals are based on evidence of need from school and student data	*And* works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	*And* works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals
	Ensures that the school adopts research supported practices and strategies to support school goals	*And* works with staff to evaluate research supported practices and strategies based on school and student data *And* works with staff to develop high fidelity and integrity implementation plans for school improvement strategies	*And* works with staff to set priorities among research supported practices and strategies based on school and student data before adopting and committing school resources to implementation *And* develops evaluation plans for selected strategies that include the collection of school and student data to monitor and adjust implementation as needed to achieve the school goals
	Uses reliable sources to stay informed on evidence-based practices and strategies	*And* sets expectations for staff to use and share reliable sources of evidence-based practice and strategy	*And* contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence- based practice and strategy

Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 2: Strategic and Systemic			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2C2	Establishes both short and long-term leadership priorities for his or her work based on school and district goals	*And* works with staff to establish both short and long-term priorities for their work based on school and district goals	*And* cultivates shared leadership to focus on achieving a set of short and long-term priorities based on school and district goals
	Ensures that the priorities and strategies that drive the work of the school are compatible	*And* works with staff to ensure that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	*And* increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet school goals' *And* works with the school and district leadership teams to link school-based priorities and strategies into a district-wide systemic plan to achieve school and district goals
	Maintains focus on school goals and priorities	*And* is persistent in achieving school goals and priorities while resolving issues and problems as they arise	*And* guides staff, students, and parents to persist in achieving school and district goals and priorities

Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 3: Fair, Legal, Honest, and Ethical			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2C3	Stays informed on and adheres to relevant school laws, policies, and procedures	*And* guides staff to remain informed and follow relevant school laws, policies, and procedures	*And* contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students
	Establishes a personal track record of truthfulness and honesty	*And* holds staff and students to high standards of truthfulness and honesty	*And* works with staff, students, and parents to maintain a school culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	*And* sets school-wide expectations for the fair treatment of all persons	*And* recognizes and rewards fairness and fair play among staff, students, and parents
	Establishes a personal track record of ethical decision making	*And* maintains transparency in personal and school decision making processes	*And* works with staff, students, and parents to establish a school culture in which staff and students engage regularly around issues of ethics, integrity, and fairness *And* contributes to the establishment of a school and district track record of fair and ethical decision making

	Domain 2: Leadership		
	Factor C: Leadership Behavior		
	Characteristic 4: Adaptive and Resilient		
Ineffective	Minimally Effective	Effective	Highly Effective
2C4	Establishes effective personal work habits	*And* uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	*And* seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals *And* establishes a school culture that assists staff and students with personal renewal, including processes of reflection and introspection
	Is reliable and consistent about personal attendance and fulfillment of responsibilities	*And* establishes expectations of staff, students, and parents for participation, attendance and/or fulfillment of responsibilities	*And* establishes processes to provide staff, students, and parents assistance and recognition for participation, attendance and/or fulfillment of responsibilities
	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	*And* openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	*And* provides opportunities for staff, students, and parents to share their sources of personal inspiration and commitment to educating and serving students

	Domain 3 – Systems		
	Factor A: High Quality and Reliability Instructional Program		
	Characteristic 1: Guaranteed and Viable Curriculum		
Ineffective	Minimally Effective	Effective	Highly Effective
3A1	Has knowledge of and understands the school/district core curriculum standards	*And* works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	*And* works with staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas	*And* works with staff to develop and/or understand and give priority to the essential core curriculum (or power) standards for their grade level, content, and program areas *And* monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	*And* works with staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards and student performance expectations

| | | *And* works with staff to ensure differentiation in the curriculum for students based on identified learning needs | *And* works with staff and the school or district leadership team to ensure that the curriculum is appropriate for the full range of student characteristics for the population the school serves

And works with staff to ensure differentiation in the curriculum and extracurricular programs to respond to the full range of student characteristics (including cultural) for the student populations the school serves |
| | | *And* provides information on the core curriculum standards to students, parents, and the community | *And* ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards |

Domain 3 – Systems			
Factor A: High Quality and Reliability Instructional Program			
Characteristics 2: Evidence Based and Differentiated Instruction			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3A2	Has a working knowledge about evidence based effective instruction	*And* has clear goals and expectations for classroom instruction based on student needs *And* collaborates with staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning	*And* models and promotes evidenced based instructional strategies and practices with staff *And* works with staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning
	Makes classroom observations to monitor and encourage quality instructional practices	*And* establishes regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning	*And* works with other district leaders to improve their collective ability to know and recognize effective and differentiated instructional practices
	Engages staff in discussing ways to differentiate instruction based on student needs	*And* works with staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs *And* works with staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards	*And* works with staff to evaluate how the differentiated instruction strategies in use are impacting student learning *And* works with staff to evaluate and improve the school's system of interventions based on evidence of student learning

Approved by the Hope Academy of West Michigan Board on 3.22.2021

	Creates opportunities for teachers to observe each other's classrooms to support collaboration for instructional improvement	*And* works with staff to gather evidence of active student engagement and student learning behaviors when making classroom observations	*And* works with the staff to balance student- directed and teacher directed learning activities so as to increase student learning empowerment and autonomy

Domain 3 – Systems			
Factor A: High Quality and Reliability Instructional Program			
Characteristics 3: Standards Based Assessment and Feedback			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3A3	Has a working knowledge of different kinds of assessments, their purposes, and the types of information they yield to inform teaching and learning: ● Formative/summative ● Achievement ● Aptitude/ability ● Attitude/perception ● Psycho/social/behavioral	*And* has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments *And* works with staff to choose, develop, administer, analyze, and interpret the results of both externally produced and teacher-produced assessments	*And* works with staff to increase their knowledge and improve their assessment practices *And* works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results
	Works with staff to develop and consistently utilize assessments to monitor and report on student learning	*And* provides training for staff in assessment literacy and practices *And* works with staff to ensure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction	*And* develops staff leaders in assessment literacy and practices *And* develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results
	Works with teachers to clearly communicate assessment results to students and parents	*And* works with staff to use assessment results when making decisions about individual students and conferencing with students and parents	*And* works with staff to use assessment results to help students track their own learning progress and set their own learning goals
	Understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data	*And* ensures staff understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data	*And* assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data *And* works with staff to develop and refine building and district policies and practices for student assessment and the handling of student assessment data

Domain 3 – Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 1: Laws, Policies, and Regulations			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3B1	Maintains current knowledge of and consistently follows district, state, and federal laws, policies and regulations	*And* works with staff to learn and follow district, state, and federal laws, policies, and regulations *And* establishes school routines and processes to carry out or adhere to district state, and federal laws, policies, and regulations	*And* ensures that the school uses data to regularly monitor, evaluate, and improve school routines and processes to carry out district, state, and federal laws, policies, and regulations
	Monitors and tracks school safety and student well-being factors	*And* works with staff to make data informed decisions regarding the improvement of school safety and student well-being factors	*And* works with staff to evaluate, adopt, and fully implement evidence-based strategies to improve school safety and student well-being based on identified needs
	Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the school	*And* works with staff to help them know and follow provisions of employee contracts and other contractual agreements that pertain to them	*And* contributes to contract maintenance and development through district negotiations and employee processes

Domain 3 – Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 2: Processes and Procedures			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3B2	Knows and follows district processes and procedures to support school and district programs and services	*And* works with the staff and students to understand and follow established processes and procedures that support school and district programs and services	*And* works with the school and district leadership teams to collect and interpret data and feedback on the effectiveness of processes and procedures to support school and district programs and services *And* cultivates ideas and shared leadership to improve processes and procedures to support school and district programs and services
	Identify and address the need for additional processes and procedures for the key work of the school not fully addressed through district processes and procedures	*And* works with staff and students to monitor school-based processes and procedures based on relevant data	*And* engages staff and students in designing and developing improved school-based processes and procedures based on identified needs

Approved by the Hope Academy of West Michigan Board on 3.22.2021

	Domain 3 – Systems		
	Factor B: Safe, Effective, Efficient Programs and Services		
	Characteristics 3: Resource Allocation and Management		
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3B3	Know and follow established systems, processes, and procedures for fiscal, human, and material resource management in accordance with state and federal law	*And* works with staff to align and realign fiscal, human, and material resources as needed to support the school goals and implement strategies to achieve those goals	*And* works with staff and parents to seek out and secure additional sources of fiscal, human, and material support for priority strategies to achieve school goals
	Regularly monitors the school's fiscal management and financial status	*And* regularly communicates with staff regarding the school's fiscal management and financial status	*And* maintains transparency with all stakeholders regarding the school's fiscal management and financial status *And* communicates regularly with district officials about the school's fiscal management and financial status *And* contributes to strategic district decisions and strategies for funding and resource acquisition and allocation

	Domain 4 – Processes		
	Factor A: Community Building		
	Characteristic 1: Relationships		
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4A1	Forms relationships with staff, students, families, and the broader school community	*And* works with staff to assess the needs of stakeholders within the school community (e.g. staff, students, families, etc.) *And* works with staff to respond to the needs and values of the diverse school community	*And* works with staff and community to coordinate services for students and families *And* works with staff, students, parents, and other district and/or community leaders to support the needs and values of the diverse school community *And* develops external partnerships to support the needs and values of the diverse school community
		And is involved in the community outside of the school	*And* uses community involvement to connect the school to the broader community
		And is an advocate for the school in the community	*And* establishes advocates for the school among parents and other community leaders

Approved by the Hope Academy of West Michigan Board on 3.22.2021

Domain 4 – Processes			
Factor A: Community Building			
Characteristic 2: Inclusion			
Ineffective	Minimally Effective	Effective	Highly Effective
4A2	Welcomes and invites parents to visit the school and classroom	*And* works with staff to enlist parents to participate in school organizations, committees, and governance	*And* works with staff to ensure a diverse representation of parents and community members in school organizations, committees, and governance
	Encourages parents to be involved in the affairs of the school	*And* works with staff to engage parents in activities that are meaningful and relevant to them	*And* works with staff to provide opportunities for parents and community groups to share leadership for addressing the needs of students and their families
	Encourages diverse segments of the school community to be involved in the affairs of the school	*And* works with staff to identify and respond to concerns of students, parents, and diverse segments of the community	*And* avoids marginalizing, patronizing, or giving advantage to any one group or individual *And* collaborates with diverse segments of the community in ways that contribute to the success of all students

Domain 4 – Processes			
Factor A: Community Building			
Characteristic 3: Communications			
Ineffective	Minimally Effective	Effective	Highly Effective
4A3	Communicates with parents and the community about the school	*And* works with staff to communicate with parents and the community using multiple forms of communication such as newsletters, forums, surveys, phone calls, personal visits, and the use of technology	*And* works with school and district leadership teams to achieve two-way communication with parents and the community using multiple forms of communication such as websites, social media, and other interactive media
	Provides information to staff, students, parents, and the community about student achievement	*And* works with staff to understand and communicate information to students and parents on student achievement	*And* works with the school and district leadership teams to help parent and community groups to understand and provide feedback on student achievement
	Provides information to parents about individual student achievement	*And* works with staff to inform parents of student achievement goals and how to support their children in achieving those goals	*And* cultivate staff leadership to engage parents as full partners in helping their children master achievement goals
	Spotlights school successes with the media	*And* works with staff to provide the media with information and stories	*And* works with the school and district leadership teams to create partnerships with the media (television, radio, and newspaper) to tell the school's story

	about the school mission, vision, and student success		
	Keeps central office informed as appropriate	*And* works with staff to establish transparency and two-way communications with central office	*And* empowers staff to engage and communicate with central office as appropriate to carry out staff leadership roles

Domain 4 – Processes			
Factor B: Evidence Based Improvement			
Characteristic 1: Collaborative Inquiry			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4B1	Raises questions about why and how student achievement results are what they are	*And* works with staff to identify and challenge assumptions about student achievement and raise questions about school and district results	*And* develops shared leadership to raise questions about student learning and challenge assumptions about school and district results
	Creates routines and processes to conduct collaborative inquiry to examine student results	*And* works with staff to refine routines and processes to support collaborative inquiry and examination of student results	*And* develops shared leadership to refine routines and processes for collaborative inquiry and examination of student results
	Establishes teaming processes for staff to work on collaborative inquiry	*And* works with staff to refine teaming processes as needed to assist teachers in developing evidence based instruction	*And* develops shared leadership to support the work of collaborative inquiry teams utilizing SMART Goals, Action Research, or other evidence based team processes

Domain 4 – Processes			
Factor B: Evidenced Based Improvement			
Characteristic 2: Systematic Use of Multiple Data Sources			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4B2	Understands and uses multiple types of data: • student demographics • school process • student achievement • behavioral • staff, student, and parent feedback	*And* works with staff to understand and use multiple types of data: • student demographics • school process • student achievement • behavioral • staff, student, and parent feedback	*And* develops shared leadership and district expertise in the use and analysis of multiple data types and forms

	Knows and applies processes to analyze data from multiple sources and forms	*And* works with staff to use multiple data sources/forms and establishes multi-year trends, aggregated and disaggregated performance status profiles, and growth profiles	*And* develops shared leadership and school expertise to deepen data analysis by triangulating information from multiple data forms/sources
	Use the results of analysis from multiple forms/sources of data to inform school goals, improvement targets, and strategies	Works staff to use the results of analysis from multiple forms/sources of data to inform school goals, improvement targets, and strategies	*And* develops shared leadership to use the results of analysis from multiple forms/sources of data to inform school goals, improvement targets, and strategies
	Establishes processes for benchmarking implementation progress and results from school improvement strategies	*And* works staff to systematically collect benchmark data for tracking the implementation and effectiveness of school improvement strategies	*And* develops shared leadership to revise school improvement strategies as indicated by benchmarking data to achieve school improvement targets

Domain 4 – Processes			
Factor B: Evidenced Based and Data Informed Decision Making			
Characteristic 3: Data Systems			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4B3	Has a working knowledge of the data collection, storage, security, retrieval, and analysis system for the school	*And* works with staff to develop a working knowledge of the school's data system	*And* develops shared leadership to train and support staff and others as needed in the use of the school's data system
	Establishes and communicates expectations for how teachers and other staff are to use the school and district data systems	*And* monitors and supports appropriate use of the school's data system by teachers and other staff	*And* develops shared leadership to improve utilization of the school and district data systems to support school goals and improvement strategies
	Establishes and communicates expectations for tracking individual and classroom level student achievement	*And* works with staff to help them use the school's data system for classroom assessments and other classroom level generated data	*And* cultivates shared leadership to help staff use the school data system to create classroom and individual student learning profiles
	Collects feedback on the effectiveness of the school and district data systems	*And* works with staff to evaluate and recommend improvements to the school and district data systems	*And* works with school and district leadership teams to improve either the structure or the use of school and district systems for data collection, storage, security, retrieval, and analysis

Domain 5 – Capacity			
Factor A: Human Development			
Characteristics 1: Professional Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
5A1	Develops a personal growth plan based on building and district school improvement goals and performance evaluation feedback	*And* updates and revises the personal growth plan based on school/district improvement data and performance evaluation feedback	*And* works with other leaders to identify and incorporate evidenced-based leadership practice into the personal growth plan
	Reads professionally	*And* works with staff to access professional organizations and other sources of professional learning	*And* finds and shares professional learning research and/or participates in local, state, or national professional learning projects
	Establishes expectations for staff to develop personal growth plans through the district staff evaluation process	*And,* works with staff to develop personal growth plans based on identified personal and school learning needs	*And* develops shared leadership to assist staff in developing personal growth plans
	Actively participates in professional learning required of teachers	*And* helps staff access professional learning that addresses personal and school learning needs and informs their personal growth plans	*And* develops shared leadership to create an overarching building professional learning system aligned with standards for professional learning and responsive to school learning needs
	Promotes professional reading among staff	*And* works with staff to engage with and use educational research and best practice to inform professional learning	*And* develops a collaborative professional learning culture wherein building staff seek out and engage one another with research and best practice information
	Implement district and school induction and mentoring for new employees	*And* works with staff to develop and implement staff induction, mentoring, and coaching programs that support teachers and other staff throughout their career	*And* develops shared leadership to evaluate and improve the effectiveness of staff induction and mentoring programs based on staff performance and student achievement data

Domain 5 – Capacity			
Factor A: Human Development			
Characteristics 2: Leadership Development			
Ineffective	Minimally Effective	Effective	Highly Effective
5A2	Creates opportunities for staff to be involved in the decisions that affect the day-to-day operation of the schools and district	*And* creates opportunities for staff to play leadership roles in school initiatives and activities	*And* empowers staff to lead and/or facilitate meetings, lead committees, and assume other leadership roles

Approved by the Hope Academy of West Michigan Board on 3.22.2021

	Cultivates staff leadership within the school	*And* develops a collaborative culture where all building staff share responsibility and leadership for student and school success	*And* develops shared leadership to provide training, resources, recognition, and support for staff leaders
	Seeks out the best candidates for district, school and teacher leadership roles	*And* develops emerging leaders through training, mentoring, coaching, and support	*And* works with staff to monitor and develop leadership capacity within the school community
	Cultivates student and parent leadership within the school	*And* works with staff to create meaningful leadership roles for parent and student leaders	*And* develops shared staff leadership to create a culture in which parent and student leaders are encouraged and recognized for their contributions to the school

Domain 5 – Capacity			
Factor A: Human Development			
Characteristic 3: Performance Evaluation			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5A3	Evaluates staff performance at least annually and provides timely and constructive feedback	*And* makes regular classroom visits, providing formal and informal feedback to teachers *And* uses classroom visits to monitor the effectiveness of curriculum implementation, instruction, and assessment practices	*And* uses a variety of methods to provide feedback, both positive and corrective to staff *And* ensures that teachers regularly visit each others' classrooms and provide each other feedback
	Follows all state and local procedures for staff performance evaluation	*And* assists staff in understanding and participating appropriately in state and local procedures for staff performance evaluation	*And* convenes regular staff discussions about observed classroom practices and the impact of those practices on students
	Develops Individual Development Plans (IDPs) as needed to improve staff performance	*And* involves staff as full partners in the creation of Individual Development Plans (IDPs)	*And* empowers staff to become partners in the performance evaluation process through the use of performance portfolios, peer coaching, and shared problem solving to improve staff performance
		And provides coaching for staff to improve classroom instruction and student results	*And* involves staff as peer coaches to support performance improvement
		And participates in professional learning to increase skills in performance evaluation	*And* coaches other administrators in evaluation practices

Domain 5 – Capacity

Factor A: Human Development			
Characteristic 4: Productivity			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5A4	Offers innovative and adaptive ideas to achieve school and district goals	*And* creates opportunities for staff to offer innovative and adaptive ideas to achieve school and district goals	*And* empowers staff to field test and evaluate innovative and adaptive ideas for achieving district and school goals
	Recognizes innovative and adaptive ideas offered by staff, students, parents, and community members to achieve school and district goals	*And* creates opportunities for staff students, parents, and community members to offer innovative and adaptive ideas to achieve district and school goals	*And* develops shared leadership to work with students, parents, and community members in developing and testing innovative and adaptive ideas to achieve district goals
	Establishes a process for personnel roles and responsibilities to be communicated and understood	*And* hires and/or assigns people to staff positions based on qualifications and capacity to meet the expectations of those positions	*And* cultivates shared leadership to differentiate roles and responsibilities as needed to meet the goals of the school and district and make optimal use of staff knowledge, talents, and expertise
	Establishes regular and reliable school routines and procedures as needed to support productivity	*And* works with the leadership team and staff to communicate about school routines and procedures with internal and external stakeholders as appropriate	*And* develops shared leadership to evaluate, modify, and/or create new school routines and processes as needed to increase productivity

Domain 5 – Capacity			
Factor B: Technology Integration and Competence			
Characteristic 1: Personal Use of Technology			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5B1	Uses established school and district technologies and technology systems to supervise teaching, learning, assessment, reporting, and communications	*And uses* mobile communications devices, along with a variety of social and web-based applications, to expand and enhance communication, information access, and work processes	*And* keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness
	Knows and utilizes computer and mobile communication devices, programs, and systems necessary for meeting job responsibilities	*And* participates in and contributes to electronic learning communities (e.g.) to stimulate and support the work of the school	*And* learns and uses new technologies to enhance productivity and leadership
		And models personal use of technology for staff and students	*And* assists others in developing personal capacity for technology use

Approved by the Hope Academy of West Michigan Board on 3.22.2021

Domain 5 – Capacity			
Factor A: Technology Integration and Competence			
Characteristic 2: Learning and Teaching with Technology			
Ineffective	Minimally Effective	Effective	Highly Effective
5B2	Provides staff with the necessary training, support, and direction to use established school and district technologies and technology systems to conduct teaching, learning, assessment, reporting, and communications	*And* works with staff to expand the integration of technology in the school's processes, daily routines, communications, instruction, assessment, accountability systems, etc.	*And* develops shared leadership to create innovations in the use of technology to better serve students and increase/expand student learning
	Maintains current knowledge regarding technology rich teaching and learning environments	*And* works with staff to ensure that the school improvement plan is technology-rich and aligned with current knowledge on best practice and the district improvement and/or strategic goals	*And* cultivates shared leadership to advocate at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning
	Monitors and guides the use of school technology resources to support teaching and learning	*And* works with staff to secure the necessary training, support, and direction to use instructional technology as appropriate to meet student learning needs	*And* develops shared leadership to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)

Domain 5 – Capacity			
Factor A: Technology Integration and Competence			
Characteristic 3: Leadership for Technology			
Ineffective	Minimally Effective	Effective	Highly Effective
5B3	Works with staff, students, and parents to create a shared vision for teaching and learning with technology	*And* works with staff to make and implement technology decisions based on the shared vision for teaching and learning with technology	A*nd* cultivates shared leadership and contributions to the district vision for teaching and learning with technology
	Seeks out and shares information sources about using technology to increase learning opportunity and achievement	*And* encourages staff to test out evidenced based practices for using technology to expand learning opportunity and improve learning outcomes	*And* develop shared leadership to test out new practices and strategies for expanding learning opportunity and improving learning outcomes
	Informs parents and the community about the role of technology in the	*And* works with staff to inform students and parents on the use technology to	*And* recognizes and rewards staff and student initiative in creating innovative ways to use technology to enhance, expand, and increase learning

Approved by the Hope Academy of West Michigan Board on 3.22.2021

	school's teaching and learning programs	achieve the full benefit of district and/or school programs and services	

IES has added a mission-specific component to the MASA School Advance Administrator Evaluation Tool. This section of the IES administrator evaluation tool is based on the Choosing to Teach research study, "a detailed multiyear investigation of three selective, mission-driven teacher preparation programs the Urban Teacher Education Program at the University of Chicago, the Alliance for Catholic Education at the University of Notre Dame, and the Day School Leadership through Teaching program at Brandeis University that traces each program s impact on graduates during their first few years of teaching.

Feiman-Nemser and her colleagues show how teacher education programs like these can help teachers develop the understanding, commitment, tools, and strategies they need to teach in specific settings. By tracking the professional growth of teachers in these programs and documenting the challenges they encounter in their respective school sectors, the book explores and illustrates the ways in which these mission-driven programs select and prepare teachers for particular school environments."

Feiman-Nemser, S., Tamir, E., & Hammerness, K. (2014). *Inspiring teaching: Preparing teachers to succeed in mission-driven schools*. Harvard Education Press: Cambridge, MA.

IES Values

Respect
- Presume positive intent; listen to one another and ask clarifying questions, if needed.
- Honor and value the opinions, cultures, and values of all members within the school community.
- In times of disagreement, be tough on the issue, not on the person in a non-judgmental way.
- Communicate in a direct, timely, and respectful manner realizing what you do affects others.

Inclusiveness
- Intentionally connect with all stakeholders to instill a sense of acceptance and belonging.
- Provide a culturally sensitive environment that includes relevant teaching strategies, individual accommodations, looking beyond assumptions, and participation in collaborative discussions for all.

Integrity
- Strive to do the right things for the right reasons, even when it's hard.
- Keep our promises, even if it takes extra effort.
- Speak truth to others and expect them to do the same with us.

Persistence/ Perseverance
- Approach all problems with a positive and "can do" attitude and not be limited by our challenges or past experiences.
- Continuously evaluate and adjust individual student plans to ensure students are not limited by their challenges or past experiences.
- Support and encourage one another in good times and in times of struggle.
- Be adaptable and flexible in the achievement of district, building, and staff goals.

Growth Mindset
- Inspire growth in ourselves and others by sharing new ideas, being open to and seeking new opportunities for growth and change, and taking risks in order to improve outcomes.
- Engaging in self-evaluation to recognize one's strengths and opportunities for growth and creating plans for professional growth.

Collaboration/ Teamwork
- Sharing the workload among all stakeholders.
- Be relied upon to fulfill our commitments and responsibilities.
- All stakeholders share and have a voice in the educational programming for each student.
- Recognize that no one of us is as good as all of us by supporting each other through: sharing information, concerns, ideas, resources, and questions; by planning together, and by putting the team's goals before our own.

Excellence
- Have the courage to hold each other accountable and grow together, for example, by being open to giving and receiving feedback.
- Provide intentional high quality academic and non-academic support to every student, every day.
- Actively engaging in opportunities to improve and evolve as an organization.

Approved by the Hope Academy of West Michigan Board on 3.22.2021

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249b(2)(e)]

The school administrator (principal or assistant principal), meets with the superintendent a minimum of twice monthly and up to once weekly throughout the school year for at least an hour. The focus of the agenda of these meetings is at least 50% of the time on instructional leadership and student achievement and, at most, 50% of the time about administrative tasks and/or building management. Data (perceptions, process, students achievement and/or demographic) is a continual focus of these meetings.

In addition, the superintendent and school leader co-observe instruction in the class room and discuss evidence of curriculum, instruction, and assessment alignment observed as well as areas needing improvement.

By November each year, each school administrator completes a self-evaluation using the School Advance Tool and the mission-specific component. The superintendent reviews this self-assessment and selected SMART goals with the school leader to reach a mutual agreement on the assessment and goals for the school year. Last, at the end of the school year, in May/June each year, the superintendent completes a summative School Advance evaluation tool and the mission-specific component. A summary score of 1,2,3,4 is given to each element and domain. The School Advance element, "student results" is worth 50% of the overall evaluation rating and the rest of the elements are weighted evenly to compose 25% of the overall evaluation rating. Lastly, the remaining 25% of the overall rating is composed of evenly weighted elements in the mission-specific component.

The overall evaluation ratings equate to the following effectiveness ratings:

1-Ineffective (not meeting standards)
2-Minimially effective (progressing)
3-Effective (proficient)
4- Highly effective (exemplary)

Description of Plan for Providing Evaluators and Observers with Training [Section 1249b(2)(f)]

The school leadership discussed evaluation tools approved by the state and those that might be developed by the team itself at a leadership retreat help in July 2017. This team unanimously agreed to select MASA's School Advance Administrator Evaluation Instrument as its evaluation tool. The team adopted the revised MASA School Leader Evaluation, version 2.0, in the 2019-2020 school year.