Complete the evaluation process as outlined in these documents.

To help ensure that information necessary to do so, the evaluation of the Administrator on the Student Growth and Effectiveness should be followed closely. The Administrator should be evaluated on the basis of their performance in each component, considering the following:

- **Component 1**: The Administrator should be evaluated on their ability to provide effective leadership, including specific examples of actions or behaviors that have contributed to student growth and development.
- **Component 2**: The Administrator should be evaluated on their ability to provide effective leadership in the area of instruction, including specific examples of actions or behaviors that have contributed to student growth and development.
- **Component 3**: The Administrator should be evaluated on their ability to provide effective leadership in the area of program development, including specific examples of actions or behaviors that have contributed to student growth and development.

When the evaluation is completed, a copy of the Administrator Evaluation Report should be provided to the Administrator for their reference.

When the Administrator is provided with the evaluation, they should be encouraged to discuss the results with their supervisor and to develop a plan for improvement.

---

**Institutions**

Institutions play an integral role in the provision of quality education. The Administrator is responsible for ensuring that the institution's mission and goals are aligned with the needs of the students.

- **Institutions**
  - **Mission**
  - **Vision**
  - **Goals**

Institutions are evaluated on various criteria, including:

- **Student Success**
- **Faculty Development**
- **Community Engagement**
- **Resource Utilization**

The Michigan Revised School Code requires the Board of School Directors and Intermediate School Districts to ensure that institutions meet these criteria.

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**Administrator Evaluation System**

The Administrator Evaluation System is a comprehensive tool designed to evaluate the effectiveness of school administrators. It includes a series of components that assess various aspects of an administrator's performance.

- **Component 1: Leadership**
- **Component 2: Curriculum and Instruction**
- **Component 3: Program Development**
- **Component 4: School Culture**
- **Component 5: Professional Growth and Leadership**
- **Component 6: School Effectiveness**

The Administrator Evaluation System provides a framework for evaluating the performance of school administrators, ensuring that they are effective in their roles.
<table>
<thead>
<tr>
<th>Component: Component 1</th>
<th>Professional Growth and Learning</th>
</tr>
</thead>
</table>
| **Performance Indicators:** | \[
\begin{array}{ccc}
\text{1.1 Values and is committed to continuous professional growth and development.} \\
\text{1.2 Engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.} \\
\text{1.3 Demonstrates self-awareness, reflective practice, transparency, and ethical behavior.} \\
\text{Highly Effective:} \\
\text{Models ethical behavior and transparency, practices reflective practice and self-awareness into culture and personal practice, sees meaningful goals and/or researches ways to improve efficiency and practice.} \\
\text{Minimally Effective:} \\
\text{Fails to model professionalism at all times, and occasionally models behaviors counter to expectations. Occasionally holds professional, ethical, and respectful behavior expectations.} \\
\text{Ineffective:} \\
\text{Fails to model professionalism at all times, and occasionally models behaviors counter to expectations. Rarely or never holds professional, ethical, and respectful behavior expectations. Does not engage in activities to improve professional practices.} \\
\end{array}
\]
This component focuses on measuring an administrator's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The administrator is recognized as the leader of the school who continuously improves his or her practice.

Component I: Professional Growth and Learning

Comments:

Highly Effective
Minimally Effective
Effective
Ineffective
COMPONENT 2: ORGANIZATIONAL MANAGEMENT

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Administrator:

2.1 Operates within budget and fiscal guidelines directed effectively towards teaching and learning.

2.2 Leverages resources to achieve mission, vision and goals.

2.3 Ensures proper maintenance of facility.

2.4 Maintains accurate records and maintains confidentiality.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enables stakeholder groups to understand the importance of abiding by monetary guidelines and increases their knowledge of ways to effectively direct resources toward teaching and learning.</td>
<td>Adheres to monetary guidelines and effectively directs resources toward teaching and learning.</td>
<td>Develops a budget that loosely aligns with district’s vision, mission, and goals or inconsistently manages expenditures and available resources.</td>
<td>Builds a budget that does not align with the district goals or mismanages available resources.</td>
</tr>
<tr>
<td>Teaches stakeholder groups ways to use funding to simultaneously meet student needs and district, state and federal fiscal mandates.</td>
<td>Allocates funds based on student needs within the framework of district, state and federal fiscal mandates.</td>
<td>Sees the schools resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources; develops skills in planning and developing a budget that manages school goals.</td>
<td>Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget.</td>
</tr>
<tr>
<td>Seeks additional resources to further vision, mission and goals and models new ways to manage existing resources.</td>
<td>Aligns and uses resources to achieve vision, mission and goals.</td>
<td>Some emerging trends and potential problems are rarely identified and confronted.</td>
<td>Some emerging trends and potential problems are sometimes identified and confronted.</td>
</tr>
<tr>
<td>Recognizes both present and future facility needs and communicates with appropriate district personnel in a timely manner to resolve concerns.</td>
<td>Recognizes and communicates facility needs and communicates with appropriate district personnel to resolve concerns.</td>
<td>Communication skills are ineffective in some segments of the school population.</td>
<td>Communication skills are inconsistent in some segments of the school population.</td>
</tr>
<tr>
<td>Develops a system for maintaining records, anticipates problems, adheres to all timelines when submitting reports, uses technology to maintain accurate records; maintains confidentiality.</td>
<td>Submits reports in an efficient, timely and succinct manner; maintains confidentiality.</td>
<td>Does not always protect student, family, and/or staff confidentiality appropriately.</td>
<td>Does not adequately protect student, family, and/or staff confidentiality.</td>
</tr>
</tbody>
</table>
COMPONENT 2: ORGANIZATIONAL MANAGEMENT

This Component measures the Administrator’s ability to ensure that management of the organization, operations and resources results in a safe, efficient, effective and positive learning environment.

Component 2 Rating (Circle One):

Highly Effective  Effective  Minimally Effective  Ineffective

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
### Performance Indicators:

This component evaluates whether the administrator...

---

#### Component 3: School Planning and Progress

<table>
<thead>
<tr>
<th>School Planning and Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops an instructional and leadership capacity of staff.</td>
</tr>
<tr>
<td>Business and monitors the implementation of a comprehensive, rigorous, and coherent curriculum program.</td>
</tr>
<tr>
<td>Monitors and evaluates progress and revised school goals.</td>
</tr>
</tbody>
</table>

This component evaluates whether the administrator...

---

#### Performance Indicators:

- Do not write individual indicators. These are used only to help you think about the standard.
<table>
<thead>
<tr>
<th>Component 3 Rating (Circle One):</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Indicators:</td>
<td>Efffective</td>
<td>Minimally Effective</td>
<td>Ineffective</td>
<td></td>
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<tr>
<td>--------------------------</td>
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<td>-------------</td>
<td></td>
</tr>
<tr>
<td><strong>4.1:</strong> Expect staff to take an active role in decision-making and serving in leadership positions according to their areas of expertise.</td>
<td>• Has expectations for staff to take a role in decision making and serve in leadership positions.</td>
<td>• Has limited expectations for staff to take a role in decision making and serve in leadership roles.</td>
<td>• Has no expectations for staff to take a role in decision making and serve in leadership roles.</td>
<td></td>
</tr>
<tr>
<td><strong>4.2:</strong> Incorporates knowledge of the social, cultural, leadership, and organizational dynamics of the school community to cultivate a positive learning environment.</td>
<td>• Effectively integrates knowledge of the social, cultural, leadership, and organizational dynamics of the school community.</td>
<td>• Rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate.</td>
<td>• Demonstrates inadequate collaboration with stakeholders.</td>
<td></td>
</tr>
<tr>
<td><strong>4.3:</strong> Uses shared decision-making and collaboration to build relationships with all stakeholders, and maintain positive school morale.</td>
<td>• Effectively promotes shared decision-making and collaboration.</td>
<td>• Reluctantly engages all stakeholders in the process of shared decision-making and collaboration.</td>
<td>• Effectively promotes shared decision-making and collaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>4.4:</strong> Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.</td>
<td>• Effectively solicits and incorporates staff, parent, and stakeholder input.</td>
<td>• Occasional solicitation of staff, parent, and stakeholder input.</td>
<td>• Rarely solicits input from staff, parent, and stakeholders.</td>
<td></td>
</tr>
<tr>
<td><strong>4.5:</strong> Maintains visibility and accessibility to students, parents, staff, and other stakeholders.</td>
<td>• Maintains high visibility and accessibility to students, parents, staff, and other stakeholders.</td>
<td>• Occasional visibility and accessibility to students, parents, staff, and other stakeholders.</td>
<td>• Rarely maintains visibility and accessibility.</td>
<td></td>
</tr>
<tr>
<td><strong>4.6:</strong> Communicates and collaborates effectively with stakeholders and effectively engages and educates stakeholders in order to promote the success of all students through productive and frequent communication.</td>
<td>• Communicates and collaborates effectively with stakeholders.</td>
<td>• Occasionally communicates and collaborates with stakeholders.</td>
<td>• Reluctantly communicates and collaborates with stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

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This Component focuses on the Administrator's ability to develop and maintain a positive school culture.

Component 4: School Culture

Comments:

Highly Effective  Effectively  Minimally Effective  Ineffective
<table>
<thead>
<tr>
<th>Component: P6, Professional Qualities and Instructional Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>Do not rate individual indicators. These are listed only to help you think about the standard.</td>
<td></td>
</tr>
<tr>
<td>This Component evaluates whether the Administrator:</td>
<td></td>
</tr>
<tr>
<td>Promotes the success of every student by facilitating the articulation, implementation, and stewardship of a vision of learning.</td>
<td></td>
</tr>
<tr>
<td>Supports teachers in implementing quality, effective classroom instructional strategies to meet diverse student learning needs, increases student achievement, and improves student achievement.</td>
<td></td>
</tr>
<tr>
<td>Promotes the success of every student by acting with integrity, fairness and in an ethical manner.</td>
<td></td>
</tr>
<tr>
<td><strong>Effective</strong></td>
<td></td>
</tr>
<tr>
<td>Engages stakeholders in developing a vision for high student achievement and implements the vision through effective stewardship.</td>
<td></td>
</tr>
<tr>
<td>Develops minimal opportunities for staff and students to learn about a vision of high expectations, including college and career readiness, for all students; provides significant and ongoing individualized, actionable feedback to teachers; and provides feedback to teachers that is consistent and reflective of student outcomes.</td>
<td></td>
</tr>
<tr>
<td>Engages stakeholders in developing a vision for high student achievement and implements the vision through effective stewardship.</td>
<td></td>
</tr>
<tr>
<td>Engages stakeholders in developing a vision for high student achievement and implements the vision through effective stewardship.</td>
<td></td>
</tr>
<tr>
<td><strong>Minimally Effective</strong></td>
<td></td>
</tr>
<tr>
<td>Engages stakeholders in developing a vision for high student achievement and implements the vision through effective stewardship.</td>
<td></td>
</tr>
<tr>
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</tr>
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<td></td>
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<tr>
<td><strong>Ineffective</strong></td>
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<tr>
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<tr>
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</tr>
</tbody>
</table>
believe in a professional manner.

This Component measures an Administrator's leadership knowledge, skills, and behavior.
<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effectively</th>
<th>Ineffectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engaged and inclusive in decision-making.</td>
<td>Participates in decision-making and inclusive community-based resources.</td>
<td>Does not participate in decision-making.</td>
</tr>
<tr>
<td>Fulfill the mission of the school and respond to the educational needs of students.</td>
<td>Makes use of community and school resources to develop a sense of community.</td>
<td>Does not utilize the community and school resources.</td>
</tr>
<tr>
<td>Create a safe and welcoming environment.</td>
<td>Promotes understanding and use of the community's diverse cultural, social, and intellectual resources.</td>
<td>Does not promote understanding of diversity.</td>
</tr>
</tbody>
</table>

**Performance Indicators:***

- **Student engagement and voice:**
  - Encourages student participation in decision-making and inclusive community-based resources.
  - Responds to student needs and feedback.
- **Community and school resources:**
  - Utilizes community and school resources to enhance student learning.
  - Provides access to instructional materials and technology.
- **Support for families:**
  - Supports families' efforts to develop children's academic and social skills.
  - Encourages family involvement in the school community.

**Comprehensive Indicators:***

- **Student engagement and voice:**
  - Encourages student participation in decision-making and inclusive community-based resources.
  - Responds to student needs and feedback.
- **Community and school resources:**
  - Utilizes community and school resources to enhance student learning.
  - Provides access to instructional materials and technology.
- **Support for families:**
  - Supports families' efforts to develop children's academic and social skills.
  - Encourages family involvement in the school community.

**Evidence:**

- **Student engagement and voice:**
  - Encourages student participation in decision-making and inclusive community-based resources.
  - Responds to student needs and feedback.
- **Community and school resources:**
  - Utilizes community and school resources to enhance student learning.
  - Provides access to instructional materials and technology.
- **Support for families:**
  - Supports families' efforts to develop children's academic and social skills.
  - Encourages family involvement in the school community.
This Component focuses on the Administrator's ability to build strong, community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school.

<table>
<thead>
<tr>
<th>Component 6 Rating (Circle One):</th>
<th>Highly Effective</th>
<th>Effectively</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
and unity.

(a) Goal achievement: Goals should be specific, measurable, attainable, realistic, and timely.

(b) Conducting the performance evaluation. Considered part of the superintendent or other school administrator.

(c) Student, parent, and teacher feedback, as available, and other information.

(d) Pupil attendance in the school or school district.

(e) Improvement plans.

(f) The progress made by the school or school district in meeting the goals set forth.

Conducting the teacher performance evaluations.

Conducting teacher performance evaluations to be conducted as if it were the school administrator personally.

If the school administrator, under section 1249, with the descriptors, conducts teacher performance evaluations, the evaluation of the school district, or the school administrator, district, or the school administrator, district, as designated another section in section 1249. If the school administrator, district, or the school administrator, district, as designated another section.

If the school administrator, district, or the school administrator, district, as designated another section.

These factors could include:

Administrative and Superintendent the opportunity to jointly agree upon other factors to be included.

It is impossible to anticipate the unique characteristics in each district. This component offers the inclusion of the district's strengths and weaknesses.

If the intended of the evaluation tool to cover all major components of an administrator's job duties.

COMPONENTS: STATUTORY FACTORS (OPTIONAL)
<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Overall Rating for Component (Circle One):

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Comments:
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>Minimally Effective</td>
<td>Effective</td>
<td>Highly Effective</td>
<td>Highly Effective</td>
<td>Minimally Effective</td>
<td>Highly Effective</td>
<td>Highly Effective</td>
</tr>
</tbody>
</table>

2. Determine an overall rating on the evaluation tool component.

Overall Rating on the Performance Evaluation Tool (Circle One): Highly Effective

Comments:
<table>
<thead>
<tr>
<th>Student Growth and Assessment Rating for Teachers:</th>
<th>Student Growth and Assessment Rating for Administrator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>Effective</td>
<td>Effective</td>
</tr>
<tr>
<td>Ineffective</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

The aggregate student growth and assessment data that are used in teacher annual year-end evaluations for the school(s) found the school(s) teachers achieved the following average student growth and achievement goals by which the teacher will be rated.

The Administrator’s student growth and assessment rating is consistent with the teachers’ rating and is therefore:

Comments:

2 MCL 380.12946(1)(b).
<table>
<thead>
<tr>
<th>Interim</th>
<th>Minimally Effective</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4.10</td>
<td>2.5-15</td>
<td>2.5-25</td>
<td>4.0-3.5</td>
</tr>
</tbody>
</table>

Find your sum in the range below to determine the administrator's overall evaluation rating.

- **Sum of above two numbers:**
  - \(x \times 2.5\)
  - \(x \times 7.5\)

- **Student Growth and Assesment Tool:**
  - Assessment
  - Evaluation Tool
  - Performance

- **Performance Evaluation Tool:**
  - Numerical Score
  - Range

- **Adimistration's Final Rating:**
  - Values:
    - Interim
    - Minimally Effective
    - Effective
    - Highly Effective

- **The Administrator's Overall Evaluation Rank is calculated by first converting the Performance Evaluation Tool and**:
  - Student Growth and Assessment
  - Numerical Score

- **Developing A Final Rating**
  - Circle the ranking determined by the Superintendent for each of these categories:
    - a. The Administrator's ranking on Student Growth and Assessment.
    - b. The Administrator's ranking on the Performance Evaluation Tool.
    - The Administrator's overall evaluation ranking is based on two categories: