



**EATON  
RESA**

**Eaton Regional Education Service Agency**

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**School Administrator Evaluation Postings and Assurances**

*In November 2015, Public Act 173 was signed into law, providing important clarity to the ongoing policy discussions about the direction of administrator evaluation in Michigan. Per MCL 380.1249: Beginning with the 2016-17 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.*

*Please click on the link below to review Public Act 173 of 2015:*

[http://www.legislature.mi.gov/documents/2015-16/publicat/pdf/2015\\_PA\\_0173.pdf](http://www.legislature.mi.gov/documents/2015-16/publicat/pdf/2015_PA_0173.pdf)

**School Administrator Evaluation Tool**

The Eaton Regional Education Service Agency has adopted the “**School ADvance Administrator Evaluation System – District Leader Framework**” to evaluate instructional administrators during the 2016-2017 school year.

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

School ADvance is a research-supported framework with tools and training to assist schools and districts in developing an educator evaluation system to support learning, growth, and adaptation for administrators at the school and district levels. School ADvance was developed in three phases based on the research of Dr. Robert Marzano, McREL, Darling-Hammond, Hattie & Hallinger, and D. Reeves as detailed in the link below:

[www.goschooladvance.org/sites/default/files/AssurancesDoc Michigan Users 2016 6.pdf?sid=548](http://www.goschooladvance.org/sites/default/files/AssurancesDoc Michigan Users 2016 6.pdf?sid=548)

**Identification of Qualifications of the Author [Section 1249 (b)(3)]**

The co-principal investigators and researchers for School ADvance are Dr. Patricia Reeves and Patricia McNeill. Dr. Reeves is an Associate Professor of Educational Leadership and Research at Western Michigan University, since 2004 and served as a local district Superintendent and central office administrator from 1984-2004. Patricia McNeill served as executive director for Michigan ASCD from 2010-2013 and as a district administrator and assistant superintendent from 1985-2010. These co-principals collaborated with a number of Western Michigan University faculty, doctoral assistants, school leaders and experts in the field through several grant projects to develop the research base for the School ADvance Administrator Evaluation system.

**Evidence of Reliability, Validity, and Efficacy [Section 1249 (3)(c)]**

Information regarding the reliability, validity and efficacy of the School ADvance Administrator Evaluation System can be found on the School ADvance website at the link below:

[www.goschooladvance.org/sites/default/files/AssurancesDoc\\_Michigan\\_Users\\_2016\\_6.pdf?sid=548](http://www.goschooladvance.org/sites/default/files/AssurancesDoc_Michigan_Users_2016_6.pdf?sid=548)

**Evaluation Framework and Rubric [Section 1249 (3)(d)]**

The School ADvance Administrator Evaluation instrument is a rigorous model that supports learning, growth and adaptation of administrators at the school and district level. The School ADvance Administrator Evaluation District Leader Framework is comprised of five domains of leadership practice: 1) Results (referenced in section 1249b as “student growth”), 2) Leadership, 3) Systems Alignment, 4) Processes, and 5) Capacity Building. Each domain is broken down into performance factors that correspond to mayor areas of responsibility found in research for district instructional leaders. Within each of the 13 factors there are also a set of 2-5 characteristics that describe observable and documentable actions to increase effectiveness of instructional leaders. The School ADvance Evaluation rubrics are designed to assist administrators and their evaluators in developing a comprehensive profile of practice and performance aligned to district goals and priorities.

The School ADvance School Administrator – District Leader Framework and Summative Rubric can be found on the School ADvance website at the links below:

[www.goschooladvance.org/sites/default/files/SA%20DisLeadDomainFramework-8-1-16.pdf](http://www.goschooladvance.org/sites/default/files/SA%20DisLeadDomainFramework-8-1-16.pdf)

and  
[www.goschooladvance.org/sites/default/files/SA%20District%20Leader%20Summative%20Rubrics%20REVIEW-9-14\\_1.pdf](http://www.goschooladvance.org/sites/default/files/SA%20District%20Leader%20Summative%20Rubrics%20REVIEW-9-14_1.pdf)

**Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249 (3)(e)]**

Eaton RESA administrators/evaluators will conduct multiple formal/informal observations of each assigned instructional administrator to collect non-biased, quality evidence that is aligned to the School ADvance School Administrator – District Leader rubric. The evaluator will work jointly with their assigned instructional administrator(s) to review a self-assessment around the characteristics of the District Leader Framework and validate administrator performance through review of evidence and observations. This self-assessment will also be used by the administrator to develop a Personal Growth Plan. In addition, instructional administrators will gather evidence and artifacts to demonstrate their levels of performance on various rubric components within a portfolio and completion of personal growth goals.

Each instructional administrator will have an initial evaluation conference by October 15<sup>th</sup> and a summative evaluation conference by June 15<sup>th</sup> of each year. Based on the data and evidence collected, each instructional administrator will receive an overall performance rating. The District Leader Summative rubric comprises 65% of the overall performance rating, Student Growth comprises 25% and completion of Personal Growth Goals comprises 15% of the overall performance rating. The instructional administrator will receive one of the following performance ratings: highly effective, effective, minimally effective or ineffective. If an

instructional administrator receives a minimally effective or ineffective overall performance rating on their summative evaluation, the administrator will provide the administrator with an individualized support plan to address areas of improvement needed to attain an effective rating.

**Description of Plan for Providing Evaluators and Observers with Training [Section 1249 (3)(f)]**

Eaton RESA administrators/evaluators have participated in two full days of training with School ADvance consultants and developers provided through the Michigan Association of School Administrators. The training focused on understanding the rubric descriptors and how to collect non-biased, quality evidence aligned to the District Leader Framework and district goals/priorities. Periodic follow up sessions on the School ADvance District Leader Framework characteristics will be provided for administrators/evaluators to increase the reliability and fidelity of implementation with the framework over time. Use of the resources provided on the School ADvance website will be used for these ongoing learning sessions and can be found at the link below:

[www.goschooladvance.org/BasicTrainingResources](http://www.goschooladvance.org/BasicTrainingResources)

For questions or additional information, please contact Cindy Anderson, Superintendent at [canderson@eatonresa.org](mailto:canderson@eatonresa.org)