

Evaluation Instruments: Research Base, Authors and Training Plans Sparta Area Schools

Introduction

Sparta Area Schools believes in the responsibility and importance of growing the skill sets and abilities of its certified staff to their fullest potential for our students benefit. This document is designed to demonstrate to our parents, students, and community one way we seek to achieve that goal through our evaluation process. The evaluation instrument that will be used in our evaluation process for administrators:

School Advance: Administrator Evaluation

For this instrument, we will describe and/or provide access to the following:

- a. The research base that supports the framework, instrument, and process
- b. Identity the authors and provide the qualifications of the authors
- c. Evidence of reliability, validity, and efficacy
- d. The evaluation frameworks and rubrics
- e. A description of our process for conducting observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans
- f. The training plan for evaluators and observers

The School Advance Model (Administrators)

(Information below can be found at gomasa.org)

The Research Base

“The six guiding principles for designing performance evaluation and feedback systems that support learning, growth, and adaptation were developed by Dr. Patricia Reeves and Dr. George Aramath, based on a two year meta-analysis of the literature on performance assessment and feedback.

The administrator evaluation rubrics were developed by Dr. Reeves and Mrs. Patricia McNeill based on a one-year meta review of extant administrator evaluation instruments and research bases.

The work for both were significantly informed by the work of the Wallace Foundation, including two Michigan based Wallace Foundation grant projects focused on school level leadership development. Dr. Reeves served on the grant faculty teams for both of these projects with the late Dr. Van Cooley and Dr. Jianping Shen of Western Michigan University.

Dr. Reeves and Mrs. McNeill are also experienced school administrators who each served for over two decades as school administrators in Michigan.”

Source: <http://www.goschooladvance.org/Research-and-Development>

Authors

School Advance was created by Dr. Patricia Reeves and Mrs. Patricia McNeill., for full biographies,

<http://www.goschooladvance.org/Who-Created-School-ADvance>

Dr. Patricia Reeves

Dr. Patricia Reeves is an Associate Professor of educational leadership, research, and evaluation in the College of Education and Human Development at Western Michigan University – Department of Educational Leadership, Research, and Technology. She also serves a contracted MASA Associate Executive Director for Administrator Certification and Development. Dr. Reeves joined the MASA team and the WMU faculty in 2005 with 19 years' experience as a K-12 assistant superintendent and superintendent. Prior to that, she was a Director of Instruction, a Gifted and Talented Program Specialist, a Reading Specialist, and a classroom teacher.

Mrs. Patricia McNeill

* Executive Director, Michigan ASCD January 2010- July 2016

* Assistant Superintendent, Curriculum, Instruction + Professional Development – Holt Public Schools March 1997-December 2009

* Curriculum Director – Waverly Public Schools September 1992-March1997

* Staff Developer – Waverly Public Schools August 1984- September 1992

* Waverly High School Special Education (Learning Disabilities) Consultant * Sanilac Career Center Learning Specialist * Sandusky Schools Adult Education Teacher * Cooperative Pre-School Teacher * Harrison Elementary Special Education Teacher * Harrison Elementary 3rd Grade Teacher

Evidence of Reliability, Validity and Efficacy:

Source: <http://www.goschooladvance.org/node/97>

The School ADvance Administrator Evaluation System is based on Four Assumptions, which are grounded in the work of researchers in the field of educator performance evaluation:

- The ultimate goal of educator evaluation is to achieve better results for students by fostering improved effectiveness of teachers and leaders.
- New accountability requirements have enormous implications for administrators' expertise—and for the way they do business and spend their time.
- High-stakes accountability must be balanced with ongoing feedback and support for continuous improvement.
- Evaluation should not be something we do to people; rather, it should empower employees to take responsibility for their own learning, growth, and performance.

The School ADvance System holds to **Ten Core Values**, which we believe hold up through many perspectives—community, board, administrator, teacher, student. Those **Ten Core Values** are the following:

1. Growing capacity for better student results
2. Two-way dialogue and interaction
3. A grounding in research supported practice
4. Self-Assessment and reflective practice
5. Authentic feedback
6. Growth targets that really matter
7. Personal ownership
8. Context, conditions, and student characteristics
9. Multiple sources of data/evidence
10. Student results

Moreover, the developers have identified **six research-aligned principles** and critical elements that must be part of any comprehensive educator evaluation system for teachers and administrators.

As a result, the School ADvance Administrator Evaluation System is:

1. **Authentic**, using evidence-based practices to achieve better student outcomes
2. **Professional**, building personal commitment and efficacy for growth and improvement
3. **Purpose Driven**, focused on measurable improvement targets for student success
4. **Adaptive**, fostering self-assessment, reflective practice, action research, and innovative methods of improving student results
5. **Evidence Based**, data informed, using multiple sources of qualitative and quantitative data tied to student achievement and evidence-based practice including achievement and observation data
6. **Inclusive**, serving all, with alignment between student, teacher, administrator, and district improvement goals

By incorporating these elements, School ADvance can assist teachers, administrators, and boards of education in answering the three important questions regarding their own work:

- *Where am I right now in my learning and performance?*
- *Where should I focus next to learn, grow, and improve?*
- *How should I proceed to reach that next level of performance?*

The Actual Evaluation Frameworks and Rubrics: School Advance

A request to review the actual rubrics can be made at this web site:

http://www.goschooladvance.org/request_to_review_rubrics_and_guides

Or by clicking [here](#).

Evaluation Process: Administrators

I. Self-Assessment: Using the School Advance Rubrics, the administrator self-assesses his/her performance

II. Goal Setting Conference: The building administrator and the evaluator meet in the beginning of the year to set performance goals for the upcoming school year.

A. Connection to Self-Assessment: performance goals are individualized to the growth needs of the administrator.

B. Connection to District Priorities: performance goals relate to and support district priorities.

III. Personal Growth Plan: a set of activities is designed to support the administrator's achievement of his/her goals.

IV. Establish Formative Performance Profile: the building administrator compiles evidence in an electronic portfolio.

A. Evidence has connection to personal growth goals.

B. Evidence has connection to district goals.

V. Mid-Year Conference: evaluator meets with the building administrator for a reflective conversation.

A. Progress made on Personal Growth Plan and artifacts is collected and discussed.

B. Barriers to progress being made on the Personal Growth Plan, if any, are

explored.

C. Any necessary alterations to the plan that are needed to support personal and/or district goals, if needed, are made.

VI. Update Formative Performance Profile: the building administrator adds to evidence in an electronic portfolio

A. Evidence has connection to personal growth.

B. Evidence has connection to district goals.

VII. End of year summative meeting

A. Update Performance Profile (portfolio) and evaluate the connection to personal and district goals.

B. Evaluator shares ratings from the summative rubric as well as overall rating.

C. Dialogue on potential goals for the following year is initiated.

VIII. On-going dialogue: conversation and dialogue is an ongoing process between the evaluator and the building administrator, in addition to beginning, mid-year, and end of year conferences.

Training Plan

Administrators received training on the School Advance tool in 2016, and this will be revisited throughout the 16-17 school year. Our goal is to increase the administrator's understanding of the characteristics in the evaluation rubric at the minimally effective, effective, and highly effective levels and to align personal growth goal to the characteristics in the evaluation rubric.

School Advance Assurances

http://www.goschooladvance.org/sites/default/files/AssurancesDoc_Michigan_Users_2016_6.pdf?sid=402