**Monroe Public Schools**

**Personnel Office**

**Standard Practice Bulletin**

Date Issued: September 1, 2012 NO. P-21

**ADMINISTRATOR EVALUATION**

1. The Monroe Public Schools (“District”) recognizes the importance of quality evaluations of its staff and that the following is the foundational purpose for such evaluations:

* 1. To ensure the best education possible for all students through stimulating growth and development of the professional staff.
	2. To improve communication between teachers and administrators.
	3. To evaluate administrator as required by statute for the purpose of assignment, placement, transfer, promotion or in some cases, discharge or non-renewal.
1. The Superintendent, or his or her designee, shall designate the appropriate person or persons to evaluate each administrator (“Evaluator(s)”).
2. The Evaluator shall review and evaluate each Administrator’s job performance in writing at least annually. At the end of the school year, each administrator shall be assigned a year-end performance evaluation (“Year-End Evaluation”) rating of one of the following:
	1. Highly Effective,
	2. Effective,
	3. Minimally Effective, or
	4. Ineffective.
3. Each Administrator shall be evaluated pursuant to the following factors (“Evaluation Criteria”):
4. Individual performance shall be the majority factor in making the decision, and shall consist of, but is not limited to, all of the following:

* 1. Evidence of student growth, which shall be the predominant factor in assessing the individual performance of an employee.
	2. The Administrator’s demonstrated pedagogical skills where applicable, including but not limited to, at least a special determination concerning the Administrator’s knowledge of subject area(s) and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and consistent preparation to maximize instructional time.
	3. The Administrator’s management of classrooms, building(s) or department(s), where applicable, including but not limited to the Administrator’s manner and efficacy of disciplining pupils, rapport with parents and other staff, and ability to withstand the strain of his or her position.
	4. The Administrator’s attendance and disciplinary record, if any.
1. Significant, relevant accomplishments and contributions. This factor shall be based on whether the Administrator contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
2. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training in a meaningful way.
3. For the 2012-13 school year, Student Growth and Assessment Data will be determined as follows:
	1. Building Level Administrators will use data in four areas. They are building local common assessment data (25%), building state assessment data (25%), district state assessment data (25%), and school/district improvement data (25%). The school/district improvement data will be mutually determined and agreed upon by the building level school improvement team in collaboration with district central office administration.
	2. District Level Administrators will use data in three areas. They are district local common assessment data (25%), district state assessment data (25%), and school/district improvement data (50%). The district improvement data will be mutually determined and agreed upon by the district level Administrator in collaboration with district central office administration.

The District shall reevaluate the method for choosing the student growth measurement tool following the 2012-2013 year and may make changes and/or modifications deemed necessary at its sole discretion.

1. Beginning in 2013-2014, the Student Growth Measurement and Assessment Data shall be weighted as a factor of the Year-End Evaluation according to the following percentages:
	1. 2013-2014 – 25%,
	2. 2014-2015 – 40% , and
	3. Each subsequent school-year – 50%.

The Student Growth Measurement and Assessment Data used shall be the aggregate student growth and assessment data that is used in teacher annual year-end evaluations in each school in which the Administrator works as an Administrator or, for a district level Administrator, the entire school district.

1. Beginning in 2013-2014, the following shall be included in the Year-End Evaluation for each Administrator as additional Evaluation Criteria:
	1. The Administrator's training and proficiency in the evaluation of teachers as evidenced in the Administrator’s use of the evaluation tool for teachers described in MCL 380.1249(2)(d). Evaluation of the Administrator in this area shall include a random sampling of his or her teacher performance evaluations to assess the quality of the Administrator's input in the teacher performance evaluation system. If the Administrator designates another person to conduct teacher performance evaluations, the evaluation of the Administrator on this factor shall be based on the designee's training and proficiency in using the evaluation tool for teachers including a random sampling of the designee's teacher performance evaluations to assess the quality of the designee's input in the teacher performance evaluation system, with the designee's performance to be counted as if it were the Administrator personally conducting the teacher performance evaluations.
	2. The progress made in meeting the goals set forth in the individual school or District's school improvement plans as appropriate.
	3. Pupil attendance in the individual school or District as appropriate.
	4. Student, parent, and teacher feedback, and other information considered pertinent by the Evaluator.
2. Evaluation of the Administrator shall include all aspects of the Administrator’s performance as a professional staff member.

1. **Evaluation Process** – The teacher evaluation process will consist of two parts:
	* 1. Individual Performance Factors
		2. Year-End Summary including student growth

The Individual Performance Factors will be evaluated using the following process:

**Step I:** Initial Meeting / Pre-observation conference:

At the beginning of the formal observation period the Administrator and/or Evaluator can request a conference between the Administrator and the Evaluator. This conference **may** include:

* The Administrator and the Evaluator may review the Evaluation Form and process and complete a pre-assessment of the Administrator’s performance.
* Discuss a tentative timetable for the observation period.

**Step II:** Observations:

* All observations are to be conducted openly and with full knowledge of the Administrator.

**Step III:** Post-Observation - Conference:

* Following the observation, the Administrator will complete a self-evaluation using the Evaluation Form and will be included in a follow-up conference with the Evaluator.
* The Administrator will have the opportunity to provide documentation and artifacts pertinent to the appropriate evaluation fields to be considered for the final evaluation report.
* If an Evaluator finds the Administrator’s performance “Minimally Effective” or “Ineffective” in any area, the reason(s) shall be set forth in writing along with suggestions for improvement contained in a Performance IDP.
* Administrators shall have the right to discuss the report with the Evaluator and to have a union representative present at such discussions.

**Step IV:** Final Evaluation Report:

* The final report shall be reduced to writing on the Evaluation Form.
* Following the final observation, both the Administrator and the Evaluator will make a tentative assessment of the Administrator’s performance using the evaluation document and a conference held within 10 working days to discuss the similarities and differences. The Administrator will have a final opportunity to provide documentation to support any area where there are differences.
* A copy of the final written evaluation shall be given to the Administrator within 10 working days following the completion of the above conference.
* The final written evaluation should contain only information previously known to or discussed with the Administrator.
* The Administrator is required to sign the Evaluation Form and will receive a copy for their records.
* If the Administrator disagrees with the result of an evaluation report, he/she may submit a written explanation for attachment to the personnel file copy.
* If the Administrator is denied continued employment, the Board will advise the Administrator of the reasons, in writing, with a copy to the association, and provide a hearing where requested.

Near the end of the school year, once the annual student growth data is obtained, a Year-End Summary will be completed where the evaluator will determine the administrator’s overall effectiveness rating from the Individual Performance Factors and Student Growth Data.

1. Beginning in 2013-2014, for each Administrator who receives a Year-End Evaluation of Minimally Effective or Ineffective, the Evaluator shall develop and require the Administrator to implement an improvement plan (Performance IDP) to correct any deficiencies. The Performance IDP shall recommend professional development opportunities and other measures designed to improve the rating of the Administrator on his or her next annual year-end evaluation. Nothing contained herein shall limit the District’s ability to place any Administrator on a Performance IDP anytime a concern occurs.
2. Beginning in 2013-2014, upon receiving three consecutive Year-End Evaluations of Ineffective as provided herein, an Administrator must be dismissed from his or her employment. Nothing contained herein shall affect the ability of the District to dismiss an Administrator from his or her employment regardless of whether the Administrator has been rated as Ineffective on 3 consecutive Year-End Evaluations.
3. Any Administrator, who receives a Year-End Evaluation of Ineffective may, within twenty (20) days of receiving the ineffective rating, request in writing a review of the evaluation and rating by the Superintendent or his or her designee.

The Superintendent shall review the evaluation and may within his or her sole discretion make any modification based on that review. A review under this section may not be requested more than twice in any three (3) school-year period.