



An Administrator Evaluation System

Developed by MASA and Michigan ASCD for STAGES, by Zimco, Inc.

School Advance Principal Evaluation Instrument[®]: Five Performance Domains & Nine Performance Factors

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of building students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***

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School Advance[™] Principal Evaluation Instrument[®], Reeves & McNeill, 2011



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*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.

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Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has established and regularly shares his or her personal vision for students and the school	<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples	<i>And</i> inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school
	Holds a personal vision that honors and celebrates diversity and the worth of every individual	<i>And</i> carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual	<i>And</i> inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
	Seeks out opportunities to learn and grow personally and professionally	<i>And</i> engages staff in seeking out opportunities to learn and grow personally and professionally	<i>And</i> establishes a culture of continuous learning among the staff, parents, and students of the school
	Demonstrates civility, respect, and dignity in personal and professional interactions	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity

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Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Solicits and includes staff, parents, students, and community input in creating a shared vision for the school	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	<i>And</i> uses the shared school vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> maintains consistent monitoring of progress in achieving the vision of learning for all students
	Keeps the focus on the evidence of student learning for staff, parents, and students	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards	<i>And</i> ensures that students receive regular feedback through valid measures of student learning based on the established performance standards
	Maintains a current perspective to inform the school's vision	<i>And</i> engages staff, parents, and students with current information to inform the school's vision	<i>And</i> engages, staff, parents, and students with innovative ideas to inform the school's vision

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Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that school goals are based on evidence of need from school and student data	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	<i>And</i> 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	<i>And</i> works with staff to evaluate research supported practices and strategies based on school and student data <i>And</i> works with staff to develop high fidelity school improvement implementation plans	<i>And</i> 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 <i>And</i> 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	<i>And</i> , sets expectations for staff to use and share reliable sources of evidence based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy

School Advance Principal Evaluation Instrument®: Five Performance Domains & Nine Performance Factors

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes both short and long term leadership priorities for his or her work based on school and district goals	<i>And</i> ensures that individual staff establish both short and long term priorities for their work based on school and district goals	<i>And</i> , ensures that the school maintains focus on 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 with one another	<i>And</i> , ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet the school goals <i>And</i> works with district leaders 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	<i>And</i> is persistent in achieving school goals and priorities while resolving issues and problems as they arise	<i>And</i> , guides staff, students, and parents to remain focused on and persistent in achieving school goals and priorities

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Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Stays informed on and adheres to relevant school laws, policies, and procedures	<i>And</i> ensures that staff are informed and follow relevant school laws, policies, and procedures	<i>And</i> 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	<i>And</i> holds staff and students to high standards of truthfulness and honesty	<i>And</i> establishes a school culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	<i>And</i> sets school-wide expectations for the fair treatment of all persons	<i>And</i> recognizes and rewards fairness and fair play among staff, students and parents
	Establishes a personal track record of ethical decision making	<i>And</i> maintains transparency in personal and school decision making processes	<i>And</i> establishes a school culture in which staff and students engage regularly around issues of ethics, integrity, and fairness <i>And</i> , contributes to the establishment of a school and district track record of fair and ethical decision making



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Performance Factors

Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes effective personal work habits	<i>And</i> uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	<i>And</i> seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals <i>And</i> 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	<i>And</i> establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities	<i>And</i> , establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities <i>And</i> provides recognition for consistent staff, student, and parent attendance and fulfillment of responsibilities
	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	<i>And</i> openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	<i>And</i> provides opportunities for staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community and country

School Advance Principal Evaluation Instrument[®]: Five Performance Domains & Nine Performance Factors

Domain 3 - Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has knowledge of and understands the school/district core curriculum standards	<i>And</i> works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	<i>And</i> 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	<i>And</i> 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 <i>And</i> monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	<i>And</i> 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
		<i>And</i> works with staff to ensure differentiation in the curriculum for students based on identified learning needs	<i>And</i> works with staff and other district leaders to insure that the curriculum is appropriate for the full range of student characteristics for the population the school serves <i>And</i> , 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
		<i>And</i> provides information on the core curriculum standards to students, parents, and the community	<i>And</i> ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards
Domain 3 - Programs			

High Quality/Fidelity/Reliability Instructional Program Factors

Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge about evidence based instruction	<p><i>And</i> has clear goals and expectations for classroom instruction based on student needs</p> <p><i>And</i> collaborates with staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning</p>	<p><i>And</i> models and promotes evidenced based instructional strategies and practices with staff</p> <p><i>And</i>, works with staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning</p>
	Makes classroom observations to monitor and encourage quality instructional practices.	<i>And</i> establishes regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning	<i>And</i> , works with other district administrators 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	<p><i>And</i> works with staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs</p> <p><i>And</i> works with staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards</p>	<p><i>And</i>, works with staff to evaluate how the differentiated instruction strategies in use are impacting student learning.</p> <p><i>And</i> works with staff to evaluate and improve the school's system of interventions based on evidence of student learning</p>
		<i>And</i> looks for/gathers evidence of active student engagement and student learning behaviors when making classroom observations	<i>And</i> works with the staff to balance student directed and teacher directed learning activities so as to increase student learning empowerment and autonomy

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Domain 3 - Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	<p>Has a working knowledge of different kinds of assessments, their purposes, and the types of information they yield to inform teaching and learning.</p> <ul style="list-style-type: none"> • Formative/summative • Achievement • Aptitude/ability • Attitude/perception 	<p><i>And</i> has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments</p> <p><i>And</i> works with staff to choose, develop, administer, analyze and interpret the results of both externally produced and teacher-produced assessments</p>	<p><i>And</i> works with staff to increase their knowledge and improve their assessment practices</p> <p><i>And</i> works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results</p>
	<p>Works with staff to develop and consistently utilize assessments to monitor and report on student learning</p>	<p><i>And</i> provides training for staff in assessment literacy and practices</p> <p><i>And</i> works with staff to insure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction</p>	<p><i>And</i> develops staff leaders in assessment literacy and practices</p> <p><i>And</i> develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results</p>
	<p>Works with teachers to clearly communicate assessment results to students and parents</p>	<p><i>And</i> works with staff to use assessment results when making decisions about individual students and conferencing with students and parents</p>	<p><i>And</i> works with staff to use assessment results to help students track their own learning progress and set their own learning goals</p>
	<p>Understands and follows ethical, legal and technical guidelines for assessment practices and the handling of student assessment data</p>	<p><i>And</i> ensures staff understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data</p>	<p><i>And</i> assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data</p> <p><i>And</i> works with staff to develop and refine building and district policies and practices for student assessment and the handling of student assessment data</p>

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Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school follows all district, state, and federal policies, laws, and procedures pertaining to safety, student and parental rights, school compliance, and school governance	<i>And</i> establishes school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance	<i>And</i> ensures that the school uses data to regularly monitor, evaluate, and improve school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance
	Monitors and tracks school safety and student well being factors	<i>And</i> works with staff to make data informed decisions regarding the improvement of school safety and student well being factors	<i>And</i> 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	<i>And</i> works with staff to help them know and follow provisions of employee contracts and other contractual agreements that pertain to them	<i>And</i> contributes to contract maintenance and development through district negotiations and employee processes



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Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district systems, processes and procedures applicable to the operation of the school	<i>And</i> ensures that staff and students understand and follow established school and district systems, processes and procedures for the operation of the schools	<i>And</i> provides feedback to district leaders on the effectiveness of district systems, processes and procedures for the operation of the schools <i>And</i> provides ideas and leadership to improve district systems, processes and procedures for the operation of the schools
	Establishes consistent systems, processes and procedures for the key work of the school not fully addressed through district systems, processes and procedures	<i>And</i> works with staff and students to regularly evaluate school-based systems, processes and procedures based on relevant data	<i>And</i> engages staff and students in designing and developing improved school-based systems, processes and procedures based on data identified needs

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Domain 3 - Programs			
Safe, Effective, Efficient School Operations Factors			
Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school establishes procedures for fiscal and resource management and accountability	<i>And</i> establishes a process for aligning and realigning fiscal, human, and material resources as needed to support the school goals and sustain priority strategies to achieve those goals	<i>And</i> 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	<i>And</i> regularly communicates with staff regarding the school's fiscal management and financial status	<p><i>And</i> maintains transparency with all stakeholders regarding the school's fiscal management and financial status</p> <p><i>And</i> communicates regularly with district officials about the school's fiscal management and financial status</p> <p><i>And</i> contributes to strategic district decisions and strategies for funding and resource acquisition and allocation</p>

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Domain 4 - Processes			
Community Building Factors			
Relationships Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Forms relationships with staff, students, families and the broader school community	<p><i>And</i> regularly assesses the needs of stakeholders within the school community (e.g. staff, students, families, etc.)</p> <p><i>And</i> ensures that the school responds to the needs and values of the diverse school community</p>	<p><i>And</i> works with the community to coordinate services for students and families</p> <p><i>And</i> develops external partnerships to support the needs and values of the diverse school community</p> <p><i>And</i> raises resources through parents, businesses and other organizations to support the needs and values of the diverse school community</p>
		<i>And</i> is involved in the community outside of the school	<i>And</i> uses community involvement to connect the school to the broader community
		<i>And</i> is an advocate for the school in the community	<i>And</i> establishes advocates for the school among parents and other community leaders

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Domain 4 – Processes			
Community Building Factors			
Inclusion Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Welcomes and invites parents to visit the school and classroom	<i>And</i> enlists parents to participate in school organizations, committees, and governance	<i>And</i> ensures that a diverse representation of parents and community actively participate in school organizations, committees, and governance
		<i>And</i> engages parents in activities that are meaningful and relevant to them	<i>And</i> provides opportunities for parents and community groups to address the needs of students and their families
	Encourages all sub-groups in the school community to be involved in the affairs of the school	<i>And</i> responds to concerns of students, parents and the community as a whole and as sub-groups with special concerns	<i>And</i> avoids marginalizing, patronizing, or giving advantage to any one group or individual <i>And</i> collaborates with all segments of the community in ways that contribute to the success of all students

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Domain 4 – Processes			
Community Building Factors			
Communications Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates with parents and community about the school	<i>And</i> communicates frequently with parents and community using multiple forms of communication such as newsletters, forums, surveys, phone calls, personal visits, and the use of technology	<i>And</i> , creates frequent opportunities for two-way communication with parents and the community using multiple forms of communication such as web sites, social media, and other interactive media
	Provides information to parents and the community about student achievement	<i>And</i> works with the Central Administration and Board of Education to understand and provide feedback on the school's student achievement data	<i>And</i> works with parent and community groups to understand and provide feedback on the school's student achievement data
	Provides information to parent's about individual student achievement	<i>And</i> regularly informs parents of student achievement goals and how to support their children in achieving those goals	<i>And</i> engages parents as full partners in helping their children master achievement goals
	Spotlights school successes with the media	<i>And</i> provides the media with regular information and stories about the school mission, vision and student success	<i>And</i> creates partnerships with the media: television, radio, and newspaper to tell the school's story

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Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Raises questions about why and how student achievement results are what they are	<i>And</i> identifies and challenges assumptions about student achievement with multiple sources of evidence	<i>And</i> trains teacher leaders to raise questions about student learning and challenges assumptions collaboratively
	Creates school routines that engage teachers, at least quarterly, to examine student achievement results	<i>And</i> refines school routines to increase teacher examination of student achievement results to, at least, monthly	<i>And</i> establishes a well defined collaborative inquiry process for teachers to examine student achievement results and develop evidence based plans improvement strategies
		<i>And</i> establishes teacher teams (PLCs/Data Teams, etc.) to create evidence based instructional plans	<i>And</i> establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies <i>And</i> recognizes and disseminates successful improvement work

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Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages staff to analyze whole school and sub group data from: <ul style="list-style-type: none"> ● state assessment data ● district assessment data ● school process data ● student background data 	<i>And</i> establishes multiple year whole school and sub group trend analyses for: <ul style="list-style-type: none"> ● state assessment data ● district assessment data ● school process data ● student background data 	<i>And</i> deepens student assessment data analysis in these areas: <ul style="list-style-type: none"> ● curriculum strand, item, objective ● performance standard rubrics ● sub-group performance levels ● individual student performance profiles
	Works with staff to establish school improvement targets (goals) based on annual analysis for: <ul style="list-style-type: none"> ● state and district assessments ● student background data ● school process data 	<i>And</i> works with staff to revise school improvement targets (goals) as indicated by 3-5year analyses of student background, school process, and student achievement data	<i>And</i> works with staff to examine the interaction between multiple sources of student background, school process, and student achievement data to establish student achievement targets (goals)
		<i>And</i> works with staff to use student background, school process, and student achievement data to select strategies to achieve school improvement targets (goals)	<i>And</i> works with staff to revise school improvement strategies as indicated by deeper levels of data analysis <i>And</i> works with staff to establish benchmarks for tracking the implementation of school improvement strategies <i>And</i> works with staff to evaluate the impact of selected school improvement strategies <i>And</i> works with staff to replace or revise school improvement strategies as needed to achieve school improvement targets (goals)

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Domain 4 - Processes			
Evidenced Based and Data Informed Decision Making Factors			
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of the data collection, storage, security, retrieval, and analysis system for the school	<i>And</i> ensures that all teachers and other staff have a working knowledge of the school's data system	<i>And</i> provides support and training to teachers and other staff in the use of the school's data system
	Provides teacher and other staff with clear expectations regarding the use of the school's data system	<i>And</i> monitors and supports appropriate use of the school's data system by teachers and other staff	<i>And</i> works with staff to identify and implement ways to better use the school's data system to support school improvement goals
		<i>And</i> works with staff to help them use the school's data system for classroom assessments and other classroom level generated data	<i>And</i> assists teachers in using the school's data system to collect, analyze, and interpret multiple forms of data to monitor their own effectiveness in achieving student achievement targets
		<i>And</i> works with staff to evaluate and recommend improvements to the school's data system	<i>And</i> provides leadership at a district level to improve either the structure or the use of school and district systems for data collection, storage, security, retrieval, and analysis

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Domain 5 - Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses voice and email to maintain effective communications with school and school district personnel, parents, and students	<i>And</i> , mobile communications devices, along with a variety of social and web based applications, to expand and enhance communication, information access, and work processes	<i>And</i> , keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities	<i>And</i> , participates in and contributes to electronic learning communities (e.g.) to stimulate and support the work of the school	<i>And</i> , learns and uses promising new technologies to enhance productivity and leadership
		<i>And</i> , models personal use of technology for staff and students	<i>And</i> assists others in developing personal capacity for technology use

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Domain 5 - Systems			
Technology Integration and Competence Factors			
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Insures that staff have the necessary training, support, and direction to use voice and email to maintain effective communications with school and district personnel, parents, and students	<i>And</i> , provides the leadership for expanding the integration of technology in the school's processes, daily routines, communications, and/or instruction	<i>And</i> provides the leadership to create innovations in the use of technology to better serve students and increase/expand student learning
	Insures that staff have the necessary training, support, and direction to use computer software programs and systems necessary for meeting job responsibilities	<i>And</i> ensures that the school improvement plan is technology rich and is aligned with the district technology, school improvement, and/or strategic plans as appropriate	<i>And</i> advocates 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
	Maintains, monitors and guides the use of school technology resources	<i>And</i> ensures that staff have the necessary training, support, and direction to use instructional technology as designated and/or appropriate for student mastery of the district curriculum	<i>And</i> works with staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)

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Domain 5 – Systems			
Technology Integration and Competence Factors			
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Seeks out and shares information sources about using technology to increase learning opportunity and achievement	<i>And</i> validates leadership decisions about the role of technology in the school with relevant and research supported information sources	<i>And</i> contributes to district level decision making by providing/sharing relevant and research supported information sources about the use of technology to meet district goals
	Participates in building a shared vision for teaching and learning with technology at the district and/or building level	<i>And</i> advocates at the building and district levels for evidenced based effective practices in the use of technology to increase learning achievement and increase student learning	<i>And</i> advocates 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
	Informs parents and the community about the role of technology in the school’s teaching and learning programs	<i>And</i> holds teachers accountable for involving and informing students and parents in the use technology to achieve the full benefit of the school’s teaching and learning programs	<i>And</i> fosters a culture of risk-taking for promoting innovation with technology <i>And</i> recognizes and rewards staff and student initiative in creating innovative ways to use technology to enhance, expand, and increase learning

An Administrator Evaluation System

Developed by MASA and Michigan ASCD for STAGES, by Zimco, Inc.

School Advance Principal Evaluation Instrument[®] : Five Performance Domains & Nine Performance Factors

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal professional learning plan based on building and district school improvement goals and personal performance evaluation feedback	<p><i>And</i> updates and revises his/her personal professional learning plan yearly using student achievement data, staff evaluation data, school/district improvement data and performance evaluation feedback</p> <p><i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p><i>And</i> maintains active engagement with professional organizations and other sources of professional learning</p>	<p><i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p><i>And</i> contributes research or research findings to inform professional learning at the school and/or district level</p> <p><i>And</i> serves on local, state, or national professional learning projects or initiatives.</p>
	Ensures that staff develop professional learning plans through the district staff evaluation process	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address their individual learning plans</p> <p><i>And</i> actively participates in professional learning required of teachers</p> <p><i>And</i> ensures that staff engage with and use educational research and best practice</p>	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address building and/or district school improvement plans</p> <p><i>And</i> develops a overarching building professional learning system aligned with standards for professional learning*</p> <p><i>And</i> develops a collaborative professional learning culture wherein building staff seek out and engage one another with research and best practice information.</p> <p><i>And</i> evaluates the evidence of the effectiveness of professional learning on staff performance and student achievement data.</p>
	Plans for and supports induction and	<i>And</i> provides a staff an induction,	<i>And</i> evaluates the effectiveness of the staff

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	mentoring for new employees	mentoring, and coaching program that supports teachers throughout their probationary period <i>And</i> provides training and support for staff mentors and/or coaches	induction and mentoring program based on staff performance and student achievement data

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Domain 5 – Systems			
Human Capacity Development Factors			
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages all staff in the development of school improvement goals	<i>And</i> ensures that staff are involved in the decisions that affect the day-to-day operation of the school	<i>And</i> empowers staff to lead and/or facilitate meetings, lead committees, and assume other leadership roles
	Recognizes the teacher leadership within the building	<i>And</i> develops a collaborative culture where all building staff share responsibility and leadership for student and school success	<i>And</i> provides training, resources, and support to staff leaders
		<i>And</i> involves teachers in the design and implementation of professional learning	<i>And</i> develops emerging administrators through training, mentoring, coaching, and support
		<i>And</i> , ensures students, parents, and other stakeholders share in the leadership of the school	<i>And</i> , establishes school processes and programs to develop parent and student leaders <i>And</i> , ensures that teachers and the school provide students the opportunity to take on meaningful leadership roles in the school and in the process of their own education

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

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Domain 5 – Systems			
Human Capacity Development Factors			
Productivity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff roles and responsibilities are communicated and understood	<i>And</i> hires and/or assigns people to staff positions based on capacity to meet the expectations of those positions	<i>And</i> differentiates roles and responsibilities as needed to meet the goals of the school <i>And</i> differentiates roles and responsibilities to make optimal use of staff knowledge, talents, and expertise
	Establishes regular and reliable school routines and procedures	<i>And</i> communicates about school routines and procedures with staff, students and parents <i>And</i> modifies school routines and procedures as needed to increase productivity and desired outcomes	<i>And</i> elicits feedback from staff, students, and parents about school routines and procedures <i>And</i> engages staff, students, and parents in evaluating, modifying, and creating school routines and processes as needed to increase productivity and desired outcomes