



Flint Community Schools
CENTRAL OFFICE ADMINISTRATOR
PROFESSIONAL GROWTH AND EVALUATION SYSTEM



FLINT COMMUNITY SCHOOLS

*Expect **More.** Achieve **More.***



FCS administrators have worked to develop the Flint Community Schools' Central Office Administrator (COA) Professional Growth and Evaluation System to: 1) ensure student achievement and professional growth and development; 2) comply with State legislation; and 3) support the advancement of our District Mission, Vision, and our desired culture.

MISSION: Flint Community Schools, together with our community, will engage every student in a quality learning experience, empowering each student to become a thoughtful, contributing citizen in a changing world.

VISION: The vision of Flint Community Schools is high achievement by all students, where learning is our most important work. We are a district in which:

- Students, teachers, parents, community members, support staff, and administrators work collaboratively to create a positive learning environment to ensure all students are successful, competent and productive.
- Teachers hold high expectations for all students.
- We rely on our diversity of thought, perspective and people to build on our strengths.
- All students and staff feel empowered and supported.
- Teachers use best practice in every classroom to engage each child.
- Each school provides a safe, caring and nurturing environment for students, staff and parents that enable every child to experience the joy of learning.
- Decisions are based on data and quality information.

CULTURE:

- Everything we do is focused on learning.
- We are all accountable for our students' success.
- We all engage in continuous learning, collaboration and personal growth.
- We respect and care for students and each other.
- We are inclusive and respect everyone.
- We foster innovation, creativity and risk taking.
- We reward and recognize what we value.
- We model civility in our language and actions.



While working on and reflecting upon completion of these tasks, the team assured their work was based upon:

- Research-based practices;
- Timely and adequate communication and involvement of stakeholders;
- A growth mindset;
- Common language whereby all jargon and acronyms are clearly defined; and
- Adherence to the principles of Flint Community Schools.

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Flint Community Schools is working to provide professional growth and development to all staff. We are seeking to make our schools centers of excellence, and our administrators deserve a fair, accurate, and meaningful evaluation system which will help them take student achievement to new heights. In July of 2011, the state of Michigan enacted laws changing how teachers and administrators will be evaluated, and how those evaluations affect the staffing process.

Instead of simply viewing the new laws as requirements which had to be met, or as mere boxes that needed to be checked off, the leadership and staff of Flint Community Schools have undertaken a thoughtful process designed to tap the talent, experiences and perspectives of staff members throughout the district.

The goal of this process has been to not only meet the requirements of the new law, but to build an evaluation process which focuses on growth: growth in student learning, growth in the ability of staff members to promote student learning, and growth in the collection and use of data to inform teaching and learning. More specifically, this team of professional staff began the process of finding and creating a system for evaluating Central Office Administrators (COAs) which embraces all of the following:

- Foundationally based within a growth mindset.
- Have collaboration and teamwork at its core.
- Be fair to all staff.
- Have a direct and meaningful impact on the culture of teaching and learning within a school.
- Be collaboratively developed.
- Provide structural changes to provide the necessary time for collaboration.
- Invites reflection as a means of self-discovery and self-improvement.

At every step, the process has been designed to be inclusive, and to facilitate communication throughout the district regarding the progress of the work, and the coming changes in evaluation. The team organized the work in a way that allowed the District to meet the requirements of the new law, and to build the professional growth model to best serve all district stakeholders.

This new COA evaluation model is designed to be gradually implemented over time. The purpose of gradual implementation is to give COAs time to learn, practice, and provide feedback on the system. By design, a system of COA evaluation has been developed which, once fully implemented, will accomplish the following:

- COAs' professional growth and performance will have positive impact on student learning and achievement.
- The process will define clear, consistent expectations for all COAs.
- The process will support continuous learning.
- The process will foster collaboration among the administrators, teachers, and peers.
- The process will be a professional growth experience based on trust and mutual respect among all staff members.
- The process will provide multiple ways of developing and documenting skills and knowledge.
- The process will provide for differentiation based on COAs' support needs and experience.
- The process will engage COAs in ongoing reflective practice and active involvement in their own professional growth.



This guide is an essential tool for ensuring professional growth and successful implementation of the evaluation system. Every step of the evaluation process is focused on helping COAs grow and develop as professionals for the benefit of our students.

The model is not a numerical/mathematical scoring system. The final rating of a COA's growth is comprised of several components and then aggregated into a final rating as specified by the State of Michigan. A COA's evaluation rating is determined through thoughtful consideration of the many contributions the administrator makes to the District, to the staff, to their peers, school, families and community, as opposed to a rigid adherence to any mathematical formula.



The success of this new model will require open communication and a renewed spirit of teamwork at every level. This transformation will take time, practice, training and continuous monitoring.

State of Michigan Teacher and Administrative Evaluation Requirements

Michigan House Bill 4627, enacted July 19, 2011

Teacher Evaluation and Tenure and Administrator Evaluation

“Section 1249(e) The performance evaluation system shall assign an effectiveness rating to each school administrator described in this subsections of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool described in subdivision (d).”

Central Office Administrator (COA) Evaluation Timeline

This timeline delineates the major activities throughout the evaluation process. Specific details to support implementation of each activity are noted throughout this manual.

August-October

August-October (Goal Setting)

All COAs meet with their direct supervisor(s) for goal setting (if not done in the spring of the prior year – refer to Spring/June portion of timeline). The COA must also develop the professional growth plan which includes:

- Observations (more than one):
- Assessment/Data to be used to determine aggregate student growth, teacher and/or school-based administrator evaluation implementation (if applicable), student attendance; and
- Desired/necessary professional supports.

The direct supervisor must meet with the COA who was rated as minimally effective or ineffective in the previous year-end evaluation to develop, in consultation with the COA, an Individualized Development Plan (IDP) which includes specific performance goals and any professional development designed to support the COA.

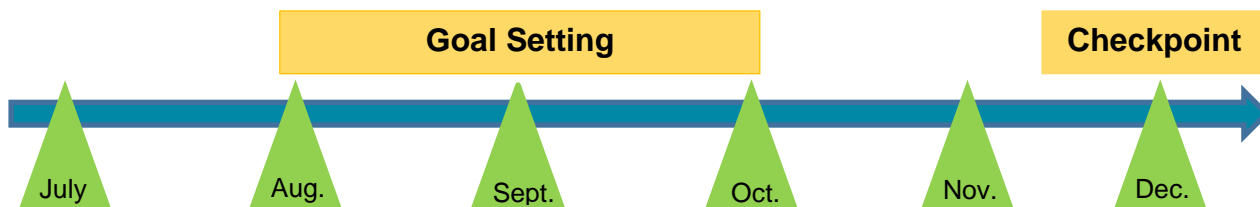
December

December

The December checkpoint is an opportunity for all COAs to have the opportunity to review progress toward their goal and the professional growth plan to ensure adequate progress. The review should include consideration of:

- Observations (more than one) and feedback/reflections;
- Assessment/Data to be used to determine student growth, teacher and/or school-based administrator evaluation implementation (if applicable), student attendance; and
- Desired/necessary professional supports.

Based on progress toward the goal(s), the COA may decide to continue to work toward the established goal(s), revise the goal(s), or create a new goal(s). *The Professional Growth Plan & Aggregate Student Growth Measure Selection Form* must be revised and submitted to the direct supervisor when the goal is revised or a new goal is created.



January

January (Mid-Year)

COAs on an IDP must meet with their direct supervisor to review progress toward the IDP goals and professional development designed to support the COA.

If a COA on an IDP is making adequate progress, the IDP will be reviewed and collaboratively revised as needed. If a COA is not demonstrating progress, the direct supervisor and COA will review the IDP and revise the IDP, in consultation with the COA, to include specific performance goals and training for the remainder of the year in order to assist the COA in attaining the goals and improving his/her rating.

March

The March checkpoint is an opportunity for all COAs to have the opportunity to review progress toward their goal and the professional growth plan to ensure adequate progress. The review should include consideration of:

- Observations (more than one) and feedback/reflections;
- Assessment/Data to be used to determine aggregate student growth, teacher and/or school-based administrator evaluation implementation (if applicable), student attendance; and
- Desired/necessary professional supports.

Based on progress toward the goal, the COA decides to continue to work toward the established goal(s), revise the goal(s), or create a new goal(s). The *Professional Growth Plan & Aggregate Student Growth Measure Selection Form* must be revised and submitted to the direct supervisor when the goal is revised or a new goal is created.

March

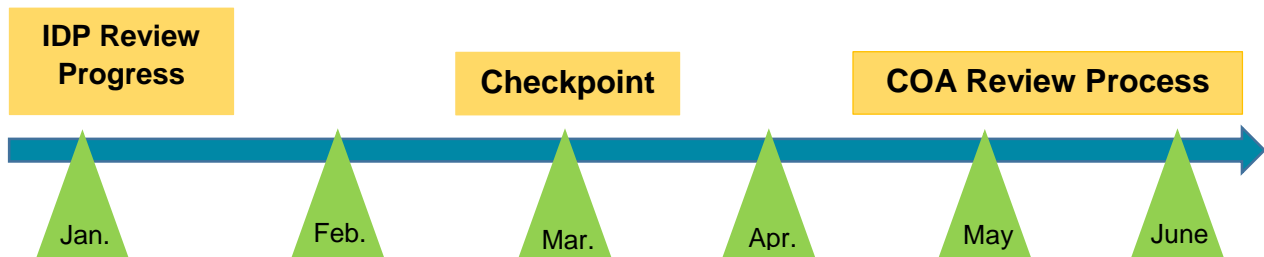
April through June

All COAs must review progress toward their goal and the professional growth plan and document final progress/attainment. The documentation should include:

- Observations (more than one) plans and feedback/reflections;
- Assessment/Data to be used to determine student growth, teacher and/or school-based administrator evaluation implementation (if applicable), student attendance; and
- Progress toward and/or benefits of the professional supports identified in *The Professional Growth Plan & Aggregate Student Growth Measure Selection Form*.

A year-end meeting with the direct supervisor must be convened and include dialogue/reflection and a collaborative review of the COA's progress throughout the year, including observation feedback, assessment of the COA's professional responsibilities and relevant training and special contributions using the *Professional Responsibility and Relevant Training & Special Contributions Rubrics*. After analysis of all growth and evaluation components, the direct supervisor will provide the final rating for each COA. Any COA who disagrees with the final rating may use the appeal process.

April through June





State law requires the COA's evaluation to be based on aggregate student growth. Annually, the COA will use a goal-setting process to establish aggregate student growth goals and to develop a plan for professional growth. The goal-setting process requires the identification of growth measures that will assist the COA in determining aggregate student growth throughout the school year. The professional growth plan also identifies the domains/evidence and supports the COA will use and/or need to attain identified goals.

Selecting Aggregate Student Growth Measures

Aggregate student growth measures are required as part of each COA's evaluation. Staff will use two general classifications of aggregate student growth measures: **Required** and **Selected**. At least four (4) total measures will be part of a COA's student growth documentation. COAs are not limited in the number of student growth measures they can select to be part of their evaluation.

All COAs will include these three required measures as part of their evaluation:

- ☑ State-issued assessments;
- ☑ NWEA assessments; and
- ☑ Progress toward the attainment of school or district improvement goals.

COA must choose at least one selected measure as a part of aggregate student growth measures. Examples of selected measures may include, but are not limited to:

- ☑ Department developed assessment measures (formative and summative), including but not limited to pre/post testing of students.
- ☑ District-approved diagnostic assessments such as the Pearson Developmental Reading Assessment (DRA).
- ☑ State-sanctioned testing such as WIDA.
- ☑ Testing conducted by District-sanctioned organizations: International Baccalaureate, College Board (AP).
- ☑ District-wide standardized testing: SAT.
- ☑ Progress toward student growth goals as developed by a COA and approved by his/her direct supervisor as part of professional development goal-setting.
- ☑ Performance-based student work aligned to district/state content standards and scored by a common rubric assessing papers, portfolios, projects, presentations and performances.
- ☑ Measures of student engagement or educational attainment (e.g., credits earned, graduation rates, dropout rates, absenteeism, failure rates, disciplinary rates, etc.).
- ☑ Interim/Benchmark Assessments Response to Instruction screeners (i.e., quarterly or end-of-unit).
- ☑ Implementation of District Initiatives (i.e., Professional Learning Teams, Response-to-Intervention, Positive Behavior Intervention and Support, Instructional Consultation Teams, Teacher Growth and Evaluation Model).

Aggregate student growth and assessment data to be used for the COA annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations. COAs in unique assignments and/or roles will collaborate with their direct supervisor in determining the definition of aggregate student growth and assessment data.

Procedures for Selecting Aggregate Student Growth Measures and Monitoring Student Growth

- 1) Identify the required and selected aggregate student growth measures from the list on page 8. These measures must be specified and approved by the COA's direct supervisor during the August—October conference. COAs are encouraged to collaborate with their direct supervisor and staff to identify student growth measures during the spring conference during the "prior" year. In the fall of the current evaluation year, COAs may elect to modify aggregate student growth measures identified in this manner.
- 2) Additional meetings may occur throughout the year dependent upon the COA's professional growth plan.
- 3) During the spring, the COA and his/her direct supervisor will meet to review student growth, which is the compilation of all aggregate student growth measures both required and selected. Within the meeting, the COA and direct supervisor will review the Professional Growth Plan & Aggregate Student Growth Measure Year-End Reflection Form. Using the Guidelines for Scoring Multiple Measures of Student Growth and reflective dialogue with the COA, the direct supervisor will assign the COA a rating reflecting the COA's contributions to student growth.

Scoring Multiple Measures of Student Growth

At the spring conference, the direct supervisor must review each COA's student growth measures. The COA will be responsible for providing to the direct supervisor the *Professional Growth Plan & Aggregate Student Growth Measure Year-End Reflection Form* and data which provides evidence of aggregate student growth. After reviewing each student growth measure individually, the evaluator will make a holistic judgment about the COA's overall impact on student achievement. Using the student growth measures scoring guidelines below, evaluators will look at the whole body of evidence across all student growth measures and assign the COA an overall rating based on the *Guidelines for Scoring Multiple Measures of Aggregate Student Growth*. When the results do not clearly indicate an overall rating, direct supervisors should draw upon their expertise and apply professional judgment.



Guidelines for Scoring Multiple Measures of Student Growth

After reviewing the COA’s evidences of aggregate student growth, evaluators will select one of the categories below in the chart that best describes the COA’s overall attainment of the objectives.

At the end of each school year, the COA and the direct supervisor will meet to review the aggregate student growth data. Using this rubric, the direct supervisor will assign the COA a rating reflecting the COA’s contributions to aggregate student growth.	
Contributions to Student Growth Exceeding Expectations	Evidence across all aggregate student growth measures indicates high levels of aggregate student growth, and staff is able to articulate specific actions taken in order to support aggregate student growth. This category is reserved for the staff member who has surpassed expectations and/or demonstrated an outstanding impact on aggregate student growth.
Contributions to Student Growth Meeting Expectations	Evidence across all student growth measures indicates expected levels of student growth, and staff member is able to articulate specific actions taken in order to support student growth, OR evidence indicates some student growth, and the staff member can demonstrate he/she took all practical, reasonable and expected steps to foster student growth. This category applies to the educator who has achieved student growth expectations and/or demonstrated a notable impact on student learning.
Contributions to Student Growth Approaching Expectations	Evidence across all student growth measures indicates student growth, and staff member is able to articulate specific actions taken to support student growth and factors inhibiting student growth. If an objective was not met, evidence indicates that it was nearly met, and/or staff member can demonstrate that he/she took steps to foster student growth. This category applies to the educator whose students have demonstrated growth and who has demonstrated an impact on student learning.
Contributions to Student Growth Below Expectations	Evidence across all student growth measures indicates partial student growth. Staff member has a limited ability to articulate specific actions taken to support student growth and factors inhibiting student growth. Educator may have nearly met all objectives. This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations.
Minimal or No Contribution to Student Growth	Evidence across all student growth measures indicates minimal or no student growth. Staff member is neither able to articulate specific actions taken to support student growth nor the factors inhibiting student growth. This category applies to the staff member who has not met the expectations described in his/her student growth measures and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting goals and gathering evidence for student growth measures.



Marzano School Leader Evaluation Rubrics

Flint Community Schools COA Task Team chose the work of Dr. Robert Marzano's administrative rubric to be used within the new COA evaluation system. These six domains, which are broken down into 21 elements, are attached to this recommendation (see Appendix E). This model creates an innovative framework for evaluation to support professional development and performance of COAs. The following overview is from the *Learning Sciences International* website:

The Model

Based on the review of the research literature briefly outlined above, 21 categories of district leader actions and behaviors were identified. These 21 categories were organized into six domains: (1) a data-driven focus to support student achievement, (2) continuous support for improvement of instruction, (3) continuous support for a guaranteed and viable curriculum, (4) cooperation and collaboration, (5) district climate, and (6) resource allocation.

I. A Data-Driven Focus on Student Achievement

- 1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school and individual student level.
- 2) The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.
- 3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

II. Continuous Improvement of Instruction

- 1) The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.
- 2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.
- 3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.
- 4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

III. Continuous Support for a Guaranteed and Viable Curriculum

- 1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.
- 2) The district leader ensures that district level programs, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.
- 3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.



IV. Cooperation and Collaboration

- 1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.
- 2) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.
- 3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.
- 4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

V. District Climate

- 1) The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.
- 2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.
- 3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.
- 4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

VI. Resource Allocation

- 1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.
- 2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.
- 3) The district leader manages the organization, operations, instructional programs and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.



The Elements of Observation

Guiding Principles of Observation

Observations are one tool for gaining insight into administrative practices and a necessary part of the growth mind-set. Quality administrative practices are enhanced through multiple observations in order to stimulate professional dialogue and help to make informed decisions about effective school leadership practices.

The observation process and individual observations are defined by dialogue, feedback, and reflection among peers, as well as with the direct supervisor(s). Observations are not defined by time frame, location, or substance. Observations may include direct supervisor or peer-to-peer interactions such as:

- **Assignment Walk-through Observations and Dialogue.** An observer viewing a snapshot in real-time. (Examples could include, but are not limited to brief visitations to events, professional development, professional learning teams, sporting events and staff meetings).
- **Professional Practice Observations.** An observer viewing contributions both inside and outside of the school setting. (Examples could include, but are not limited to facilitation and/or participation in committee work, post-observation dialogue, coaching meetings with direct supervisor, parent meetings, community interactions, and classroom observations).
- **Focused Observations.** Administrators may request the observer to focus on specific administrative practices and provide meaningful feedback.

The observation process will include at least one observation in which administrators will collaborate and schedule a professional practice and/or focused observation. Prior to the observation the COA and direct supervisor will collaborate to establish:

- **When** the observation will occur;
- **Where** the observation will occur;
- **Why** the observation will occur; and
- The **method** of post observation feedback.

When requested, observers will make reasonable efforts to conduct additional observations beyond the minimum requirements of the COA evaluation/growth plan.

Meaningful observation is based on systemic, long-term, and validated training provided to all direct supervisors that may include:

- Focused observational skills;
- Receiving and providing meaningful feedback;
- Professional development and training in the use of the Marzano's evidenced-based rubrics; and
- Developing inter-rater reliability for an observing peer direct supervisor.

Content/Process

- Not every observation is evaluative;
- COA should receive timely feedback, preferably within one school day, so that the COA and observer understand the complete picture of instruction;
- Scheduled and unscheduled (anytime this week within a specified time frame) observations are most informative
- All COAs benefit from observations and related feedback;
- Observations should be conducted by the direct supervisor even when a COA is rated “highly effective;”
- In the event a COA is rated “highly effective” for the three most recent annual year-end evaluations, the district may choose to conduct a year end evaluation biennially; and
- Observation documentation should capture the reflective dialogue related to the observation.



Post-Observation Reflection and Dialogue

The post-observation dialogue between the direct supervisor and the COA shall be timely and rooted in reflection as follows:



- Reflective dialogue establishes a shared understanding of the elements for effective district leadership;
- Reflective dialogue that includes receiving and providing meaningful feedback for all staff;
- Reflective dialogue is not simply “checking a box;”
- Reflective dialogue that uses multiple sources of data/evidence from the observation process including artifacts, observation forms, video clips, self-evaluation, learning outcome measures, staff interviews, and other appropriate resources.

The Elements of Observation, *continued*

Use of Administrator, Teacher, Parent, Student and Peer Feedback

The purpose of administrator, teacher, parent, student, and/or peer feedback collection is to inform professional practice and professional goal development. Collection of feedback will occur at least once each school year. The manner and method of this data collection is dependent upon the COA's goals.

COA and the direct supervisor will collaborate to determine goals and then choose a valid and reliable feedback tool(s) to support the goal(s) from the following menu.

- ☛ **Parent Feedback:** COA could collect parent feedback from multiple sources such as: parent surveys, focus groups, coffee talks, community surveys, teacher initiated e-mail communication, or other.
- ☛ **Student Feedback:** COA could collect student feedback from multiple sources such as: Marzano rubrics, school improvement surveys, other surveys (senior exit survey/interview, alumni survey, student focus groups, etc.) and other.
- ☛ **Peer-to-Peer Feedback:** COA could collect peer feedback from multiple sources such as: Coach/mentor, peer feedback on professional practice or observations.
- ☛ **Teacher Feedback:** COA could collect teacher feedback from multiple sources such as: surveys, building feedback from leadership teams, PLT surveys, dialogue, and anonymous feedback and other.
- ☛ **Administrator Feedback:** COAs could collect feedback from multiple sources such as: surveys, interview, focus groups, meetings and other.

Process for Random Sampling of Teacher Performance Evaluations

In order to meet the requirements set forth in House Bill 4627 (sec. 1249, 3, c, i), the direct supervisor must review a "random sample" of the COA's teacher and school based administrator performance evaluations. The direct supervisor will use Marzano rubrics Domain II, Elements 2, 3, and 4 to assess the quality of the random sampling of teacher and school based administrator performance evaluations. Sample size can be no less than three. The Human Resources department will select the random participants for the direct supervisor to review.

Professional Responsibility and Relevant Training & Special Contributions Rubrics

An additional component of the COA evaluation includes how the COA handles professional responsibilities and contributes to the school and district. This includes attendance, site management, and interactions with students, parents, colleagues, staff, the community and management of both instructional and noninstructional responsibilities. The following rubrics establish the growth targets for COAs in these areas. The direct supervisor must assess each COA using these rubrics and engage in reflective dialogue with the COA at the year-end evaluation meeting. Concerns in any area must be discussed with the COA in a timely fashion and prior to the year-end conference.



Central Office Administrator (COA) Professional Responsibility Rubric

Indicator	Not Using	Developing	Applying	Innovating
Attendance for required responsibilities (staff meetings, committee meetings, school and district PD, etc.)	COA is frequently absent, tardy and/or unprepared for required responsibilities.	COA displays inconsistency in attendance, punctuality or preparedness for required responsibilities.	COA consistently attends and is punctual and prepared for required responsibilities.	N/A
Attendance for instructional/ supervisory responsibilities	COA is frequently tardy and/or unprepared for instruction/ supervision at the designated times and/or has multiple documented occasions of inappropriate use of sick/leave time.	COA displays inconsistency in being punctual and prepared for instruction/ supervision at the designated times and/ or has documented occasions of inappropriate use of sick/ leave time.	COA is consistently punctual and prepared for instruction/ supervision at the designated times and appropriately uses sick/leave time.	N/A
Management of instructional and non-instructional tasks/ duties (including monitoring attendance, providing teaching resources and maintaining a safe learning environment in both structured and unstructured settings, etc.)	COA is aware of school/district policies and practices and is not implementing them.	COA is aware of school/district policies and practices but is inconsistent implementing them.	COA is aware of school/district policies and practices and is implementing them.	COA is aware of school/district policies and practices and is implementing them, and is working with students, staff and parents to improve the educational environment.
Mandatory Meetings Building/District/County (e.g., staff, department, PLC, PLT professional development, work groups special training)	Does not contribute, unprepared, avoids participation, inattentive.	Reluctant contributor, inconsistently prepared, nominally involved, distracted.	Contributory (where applicable), prepared, active, and focused.	Contributions enrich the meeting, preparation enhances discourse, engages colleagues, involvement advances meeting agenda.
Voluntary Participation Building/District/County (e.g., staff, department, PLC, PLT, professional development, work groups, special training)	Does not contribute to voluntary opportunities.	Avoids contributing to voluntary opportunities.	Demonstrates willingness to contribute to voluntary opportunities.	Actively seeks to contribute to voluntary opportunities and effectively communicates new training and information to appropriate staff.

Central Office Administrator (COA) Relevant Training & Special Contributions Rubric

The direct supervisor must assess each COA using this rubric (consideration may be given to years of administrative experience) and engage in reflective dialogue with the COA at the year-end evaluation meeting. Concerns in any area must be discussed with the COA in a timely fashion and prior to the year-end conference.

Indicator	Not Using	Beginning	Developing	Applying	Innovating
Implementation of District requirements and initiatives (e.g., teacher professional growth model, behavioral, curricular, and state/federal-mandated items)	Does not attend training and/or fails to implement the Professional Growth and Teacher Evaluation Process, behavioral initiatives, and curricular and state/ federal-mandated items.	Reluctant and/ or Inconsistent in attending training and/or fails to implement the Professional Growth and Teacher and/ or SBA Evaluation Process, behavioral initiatives, and curricular and state/ federal-mandated items	Occasionally attends offered training sessions and attempts to implement the Professional Growth and Teacher and/or SBA Evaluation Process, behavioral initiatives, and curricular and state/federal-mandated items.	Attends offered training sessions and attempts to implement the Professional Growth and Teacher and/or SBA Evaluation Process, behavioral initiatives, and curricular and state/ federal-mandated items.	Attends offered training sessions and attempts to implement the Professional Growth and Teacher and/or SBA Evaluation Process, behavioral initiatives, and curricular and state/ federal-mandated items. Supports and encourages colleagues in the same initiatives and requirements.
Promoting positive interactions at the building level with staff, students, parents and community	The COA makes no attempt to perform this activity.	The COA attempts to perform this activity but does not actually complete or follow through these attempts.	The COA interacts with staff, students, parents, and community in a positive manner, but does not help extinguish negative conversations.	The COA interacts with staff, students, parents, and community in a positive manner and helps extinguish negative conversations.	The COA leads in promoting positive interactions with staff, students, parents and community.
Promoting positive interactions at the district/community level with colleagues (peers, direct supervisors, school board members)	The COA makes no attempt to perform this activity.	The COA attempts to perform this activity but does not actually complete or follow through with these attempts.	The COA interacts with other COAs in a positive manner, but does not help extinguish negative conversations.	The COA interacts with other COAs in a positive manner and helps extinguish negative conversations.	The COA leads in promoting positive interactions with colleagues.
Contributing significant, relevant experience	The COA makes no attempt to perform this activity.	The COA attempts to perform this activity but does not actually complete or follow through with these attempts.	The COA has acquired relevant experience but does not impact others.	The COA contributes relevant experience that directly impacts others.	The COA leads in contributing new relevant experiences that directly impacts others.

Support and Growth of Central Office Administrators

Flint Community Schools fosters the growth of all COAs using a comprehensive system of supports. Growth and support may come from the District’s wealth of resources, as well as other sources. COA choice of supports is an integral part of this process for all COAs, regardless of status (i.e., rating, level of experience). COAs and their direct supervisor will work together to determine the most appropriate support to aid the staff member’s growth, acknowledging that the idea of “choice” in determining supports is important for COAs.

Appendix J includes numerous supports; however, the list is not exhaustive, and not everything on the list will be appropriate for all staff members. The list may be useful to illustrate possibilities and generate ideas for the COA and direct supervisor as they map out an appropriate professional growth plan.

The Peer Support Process for COAs Who May Not be Making Adequate Progress

The focus of the peer support process is to improve instructional leadership and aggregate student growth. Issues outside of instruction leadership will be resolved with the direct supervisor, the association, and/or human resources. The peer support process is a mechanism for maintaining system-wide quality control and ensuring all staff responsible for student achievement meet standards of performance. Through this support process, intensive, individualized assistance is provided to all COAs who receive a “minimally effective” or “ineffective” rating. However, any COA may request peer support regardless of their rating.

If it appears likely a COA will receive a “minimally effective” or “ineffective” rating, the COA will automatically enter a peer support process; however, other COA’s may voluntarily choose to use the peer support process to further enhance professional growth. Additionally, entry into the peer support process through a concern about performance rating, the development of an Individualized Development Plan (IDP) will be initiated (Appendix C). During this process, the direct supervisor will continue to observe (scheduled and unscheduled) the COA and provide feedback. Clear and consistent communication and coordination among the peer support staff, the direct supervisor and other members of the district’s instructional leadership team are essential to providing feedback about expectations and instructional leadership improvement.



Peer Support Team Membership

The peer support team is made up of effective and highly effective staff members who have demonstrated leadership within the district and who can substantively contribute to the development to the COA. The peer support team will be selected by direct supervisor based on the defined growth areas of the COA, considering input for the COA. During the initial meeting, the peer support team designates a peer support team leader assigned to facilitate the implementation of the process. The direct supervisor, COA or the peer support team have the option to request an alternative peer support member(s) if the environment is not conducive to growth.

Peer Support Team Responsibilities

Initial Meeting

- Meeting conducted during the onset of the IDP process;
- Review documentation including goal setting, aggregate student growth data, instructional leadership rubrics, observations, reflections and the IDP form provided to the peer support team by the COA;
- The peer support team collaborates with the COA and direct supervisor to enhance the IDP with short-term measurable goals;
- Establish a progress monitoring schedule that may include observations and consultations to support COA progress; and
- Provide feedback to the direct supervisor regarding possible modifications to the IDP.

Summary Meeting

- A meeting is convened with the direct supervisor and peer support team leader;
- Provide summary feedback regarding the COA's progress towards goals; and
- Provide recommendations on areas of future growth.

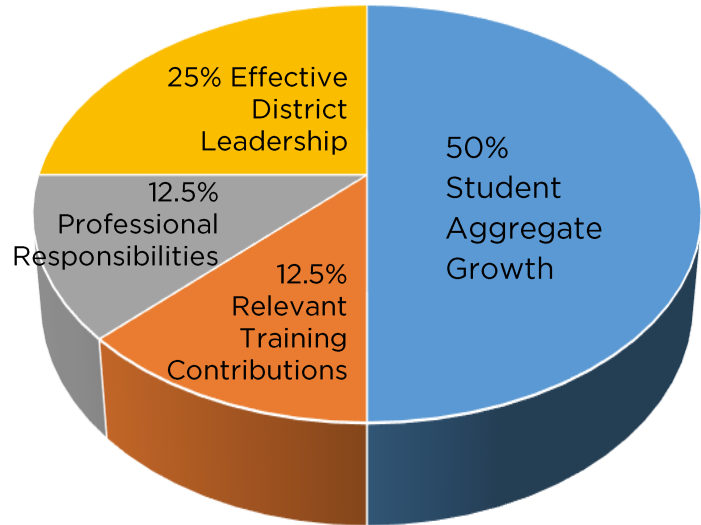
Individual Development Plan Guidelines:

- The COA provides status updates to the peer support team including reflection on the IDP goals (verbal or written);
- If the COA demonstrates growth following the IDP, the direct supervisor uses this information to support the final evaluation rating;
- If the COA does not make growth following the IDP, the COA meets with a Human Resources representative, association representative, and direct supervisor to determine the next steps in the development process.



Determining the Final Rating

In an effort to satisfy State requirements concerning aggregate student growth and professional responsibilities, COAs must ultimately receive a rating of **ineffective**, **minimally effective**, **effective**, or **highly effective**. Ratings given to a COA by a direct supervisor following more than one observation will reflect a score based upon multifaceted and fluid matrices, which will be developed over the course of the next year in conjunction with outside consultation. As of 2015-16, COA ratings will be based on the Student Aggregate Growth (50%), Effective District Leadership (25%), Professional Responsibilities (12.5%) and Relevant Training Contributions (12.5%).



Final Rating Appeal Process

All staff has the opportunity to appeal the final rating to a review panel. The review panel consists of a peer or member of the Association (if applicable), the Association president (or a designee) if applicable, and District central office administration. Appeals which impact employment for the following year may be given priority over other appeals.

When staff requests an appeal:

1. The COA will formally, in writing, ask for a review within 10 calendar days of their rating. The appeal is submitted to the direct supervisor.
2. The COA must provide evidence to support the appeal request.
3. The panel must respond to the appeal request within 10 calendar days.



FLINT COMMUNITY SCHOOLS

*Expect **More.** Achieve **More.***