

**FAXON LANGUAGE IMMERSION ACADEMY
THE MULTIDIMENSIONAL LEADERSHIP PERFORMANCE SYSTEM
Administrator Evaluation: Postings and Assurances
State Approved Evaluation Tool**

Per MCL 380.1249b: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for school administrators. Complete language (including requirements) for MCL 380.1249b can be found [here](#).

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to INSERT FULL NAME OF EVALUATION TOOL HERE IN APPROPRIATE CASE (NOT ALL CAPS).

Rachel L. Turner

Printed Name of Superintendent

[Handwritten Signature]

Signature of Superintendent

July 1, 2018

Date of Adoption in District

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

The research base, evidence of reliability, validity and efficacy is found in The Reflective Leaders: Implementing a Multidimensional Leadership Performance System in Appendix A: Multidimensional Leadership Performance Domains Cross-Referenced to Contemporary Leadership Research.

Identification and Qualifications of the Author(s) [Section 1249b(2)(b)]

Dr. Raymond-Smith-Served as Senior Professional Development Associate with the Leadership and Learning Center. Dr. Smith holds a doctorate in educational leadership and innovation from the University of Colorado in Denver, a master's degree in educational administration, and a bachelor's degree from the University of Northern Colorado at Greeley.

Karen Brofft-Served as a Professional Development Associate with The Leadership and Learning Center and the Assistant Superintendent of Learning Services and Communications for Englewood Schools in Colorado. In addition to her Ed. S. in administrative leadership and policy studies, Karen holds a master's degree in curriculum and instruction and a bachelor's degree in communications.

Nicole Law-Served as a Professional Development Associate with The Leadership and Learning Center. Nicole uses her experience to present on decision making for results, Data Teams, case studies for the 90/90/90 Schools Summit, and accelerating academic achievement of English learners. Nicole trains and supports administrators, teacher leaders, site coordinators and school improvement teams in the decision making for results and Data Teams processes.

Dr. Julie Smith-Served as a Professional Development Associate with The Leadership and Learning Center. In addition to receiving her Ph. D. in leadership and innovation from the University of Colorado Denver Health Sciences Center, she holds a master's degree from the University of Northern Colorado at Greeley, as well as a bachelor's degree from the University of Arizona.

Dr. Douglas Reeves is one of the most noted experts on education and school reform. As a researcher, reformer, educator, and the author of over 20 books, he has received some of the most noteworthy awards in his respective fields. Dr. Reeves founded The Leadership and Learning Center, an international organization dedicated to improving student achievement and educational equity. He is the author of the bestseller *Making Standards Work: How to Implement Standards- Based Assessments in the Classroom, School, and District*, now in its third edition.

Evaluation Framework and Rubric [Section 1249b(2)(d)]

The Academy utilizes a multi-step process to Administrator evaluation. Steps include orientation to the rubric, pre-evaluation planning, multiple evaluator Administrator meetings, on-going monitoring and observation, formative progress check-ins, and summative assessment/meeting.

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans Section 1249(2)(e)]

Leaders and Evaluators work through the matrix together in a pre-conference. The Leader and Evaluator talk through the domains and measures within the framework and discuss the levels of proficiency within the context, culture and rhythm of the school. Evidence is collected through on-going observations by the evaluator, self-reporting and reflection by the Leader and the data is discussed in regular meetings. An evaluation schedule is followed that includes self assessment, goal setting for current year, midyear check-in and final summative conference conducted in the spring of each year.

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249b(2)(e)]

There is a systematic approach to setting goals, review of the evaluation tool, providing evidence and providing a rubric for the tool. This begins in the fall with a mid-year review and a final evaluation provided in the spring. Perception data is also gathered to inform the evaluation.

Description of Plan for Providing Evaluators and Observers with Training [Section 1249b(2)(f)]

Leaders and evaluators attend training through the local ISD
