



Michigan Principal Evaluation and Educator Effectiveness Guide

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OVERVIEW

At National Heritage Academies (NHA), our college readiness goal is that 90% of students who have been with us for three or more years meet or exceed the college readiness thresholds in both Math and Reading. We know that employee performance plays an integral role in ensuring we achieve this goal. This guidebook provides information about principal performance, evaluations, and state educator effectiveness.

EVALUATIONS

The Process

NHA principals are evaluated annually by their director of school quality (DSQ) using the NHA principal evaluation rubric. This locally developed evaluation rubric uses competencies built around a research-based model with core tenets from Robert J. Marzano, Kim Marshall, and Patrick Lencioni, internationally recognized experts in leadership effectiveness and/or administrator evaluation design. The evaluation is just one component of a larger process that occurs throughout the year to facilitate conversation around clear expectations for performance and fosters continuous development. This process includes:

- Student assessment data review
- Progress toward school goals
- Mid-year self-assessment
- Feedback from parents, students, teachers, and other stakeholders, such as the school board and charter authorizer
- One-on-one (O3) coaching conversations around continual improvement
- Professional development goal setting and progress monitoring (including professional development plans)
- Performance calibrations
- Annual performance evaluation

Information from evaluations contribute to decisions regarding promotion, compensation, goal setting, professional development, and employment.

Rubric Assignment

Positions assigned to the principal evaluation rubric include, but are not limited to, the following:

- Principal
- Interim Principal
- Executive Principal

Evaluator Training and Calibration

Evaluator training and calibration are essential to ensure all evaluators are on the same page. All new DSQs receive training to ensure they understand the principal evaluation rubric and how to utilize it effectively in their practice. DSQs also meet together regularly throughout the year to ensure they remain aligned in their practice. In addition, Sr. DSQs review principal evaluations before they are finalized to provide an additional step of checks and balances. These practices increase rater reliability and consistency and help drive performance results.

Competencies

The NHA principal evaluation rubric has seven competencies: (1) School Culture, (2) Teaching and Learning, (3) Staff Development, (4) Operations and Systems, (5) Leadership, (6) Quality of Student Learning, and (7) Professional Accountabilities. The first five competencies are collectively referred to as the Principal Success Factors.

Below is an overview of the competencies and their associated indicators:

Competencies		Indicators
PRINCIPAL SUCCESS FACTORS	School Culture	<ul style="list-style-type: none"> • Build Trust • Manage Conflict • Gain Commitment • Embrace Accountability • Focus on Results
	Teaching and Learning	<ul style="list-style-type: none"> • Monitor & Support Effective Instructional Strategy • Monitor & Support Effective Teaching Practice • Monitor & Support Effective Assessment of Student Learning • Monitor & Support Systematic Intervention
	Staff Development	<ul style="list-style-type: none"> • Hiring and Placement • Mentoring Dean Leadership • Teacher Leadership Development • Teacher Professional Development • Office Staff Development
	Operations & Systems	<ul style="list-style-type: none"> • School Improvement Planning • Monitoring Improvement Progress • Organization & Use of Time • Use of Resources • Positive Impact on Student Enrollment
	Leadership	<ul style="list-style-type: none"> • Learning Mindset • Initiative and Focus • Self-Awareness • Stakeholder Engagement
Quality of Student Learning		<ul style="list-style-type: none"> • Positive Impact on Student Learning
Professional Accountabilities		<ul style="list-style-type: none"> • Dependability • Core Values • Communication • Teamwork

Performance Ratings

Evaluators provide a rating for each of the evaluation indicators using the following scale:

Ineffective (1)	Developing (2)	Effective (3)	Exemplary (4)
Below expected performance level	Approaching expected performance level	Meets expected performance level	Model to other staff and shares knowledge

The principal evaluation rubric has criterion-referenced progressions of performance expectations. DSQs consider each principal individually and review the rubric beginning at the left Ineffective column and progressing to the right Exemplary column for each indicator. Principals need to fulfill each performance measure in its entirety before progressing to the next level. Once a rating is provided for all indicators, an overall evaluation rating is calculated based 30% on Principal Success Factors, 30% on Professional Accountabilities, and 40% on Quality of Student Learning (as required by state law). The overall evaluation rating is determined using the following scale:

Ineffective:	1.00 - 1.49
Developing:	1.50 - 2.49
Effective:	2.50 - 3.49
Exemplary:	3.50 - 4.00

NOTE: An overall score of Ineffective or Developing doesn't automatically trigger a formal corrective action. Instead, the DSQ will design an individual development plan that identifies the best way to address the identified growth opportunities, which could include a formal corrective action if deemed appropriate.

Training

The majority of principals promoted from within NHA participate in a year-long Principal Prep Academy program prior to stepping into the principal role. This program covers expectations of the principal role and builds the foundational skills required for success. In addition, all new principals, whether promoted internally or hired externally, participate in our New Principal Academy, a multi-day immersive program conducted throughout their first year designed to set them up for success with all aspects of their new position, including understanding expectations of their role as outlined in the principal evaluation rubric.

EDUCATOR EFFECTIVENESS

Overview

The state of Michigan requires educator effectiveness to be reported annually for all school administrators. This includes principals at NHA. The purpose is to ensure that school districts review administrator performance on a regular basis to celebrate successes and tackle growth opportunities. In accordance with Michigan law, the educator effectiveness rating reported to the MDE must be based 40% on student growth and assessment data. This aligns with the overall evaluation rating on the principal evaluation.

Ratings

The state of Michigan rates educator effectiveness using the following rating levels:

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

NHA's internal evaluation ratings of Exemplary, Effective, Developing, and Ineffective are in alignment with state standards, where Exemplary is equivalent to Highly Effective and Developing is equivalent to Minimally Effective.

Rating Implications

Michigan law states that if an administrator receives an overall Ineffective or Minimally Effective rating, he/she must receive an individual improvement plan. The state also mandates termination of an administrator if their educator effectiveness is reported as Ineffective for three consecutive years. Please note that this requirement does not dismiss NHA's policy regarding at-will employment.