



# Fremont Evaluation Process

## Administration Evaluation

1. Mentoring for new administrators – Newly hired administrators will be assigned a mentor for the first two years of employment at Fremont Public Schools. The mentor and Superintendent will work with the new administrator in understanding and completing the requirements of the School Advance training program, and subsequent evaluation.
2. Administrators in Need of Improvement – Administrators with less than satisfactory performance (rated at minimally effective or ineffective will be supported with an Improvement Plan to assist them in meeting the expectations set forth in the Fremont Public Schools’ administrator contract. The purpose is to:
  - a. Enable the administrator to seek assistance in any of the domains and factors within the district’s School Advance Framework.
  - b. Provide a more structured process for an administrator, who by the determination of the supervisor, needs improvement and/or may benefit from more support.
  - c. Provide due process for disciplinary action.
3. This more structured supervision is characterized by recognition on the part of the administrator and the supervisor that the administrator needs assistance with one or more of the domains and/or components/factors of the district’s School Advance Framework. The process may be initiated at any time. The decision regarding implementation of the process should be collaborative, but may be directive and is intended to provide the best possible likelihood for professional improvement. The Superintendent will be directly involved in the development and implementation of an administrative improvement plan.

4. Pre-Evaluation Conference – Before October 31
5. Initial Self-Assessment – Each administrator will complete an initial Self-Assessment providing a source of information to initiate dialogue between administrator and evaluator on potential areas of focus for the professional goals. The initial Self-Assessment may remain in the possession of the administrator.
6. Student Growth Goal – Documents with data will be utilized to show student growth. The goals may be established as an individual or member of a team.
7. Professional Growth Goals – Annually, each administrator will develop one to three additional professional goals reflecting the practices of an effective administrator. Goals should also reflect and support the District’s focus as defined in the Strategic Plan. The goals will include current reality or rationale, strategies to achieve the goal and indicators of success.
8. Other considerations – quality of teacher evaluations; progress on school improvement plan; attendance; administrator discipline; and other pertinent feedback.
9. Mid-Year Progress Report – All first year administrators, as well as administrators on an improvement plan will receive a mid-year progress report completed by the evaluator.
10. Summative Evaluation and Conference – The administrator being evaluated will be prepared to produce artifacts that support their student growth, professional goals, and effectiveness in the five domains of the School Advance Framework. The evaluator will write a summative evaluation reflecting progress on the student growth goal, professional goals, effectiveness in the five domains and other pertinent criteria. This evaluation will be completed prior to January 1 and inform the Board’s decision on contract extensions.

## **Overview of Evaluation Process**

25% Student Growth through 2017-18 (40% beginning in 2018-19)\*

75% Practice:

- Demonstration of the five domains
- Quality of teacher evaluations
- Progress on School Improvement Plan
- Attendance
- Administrator discipline
- Pertinent feedback

\*Must be measured using the aggregate of the student growth data used for the teachers in the administrator's building or for the entire district in the case of the Superintendent.

### **Effectiveness Rating**

Individual performance shall be the majority factor in determining an administrator's rating.

In determining the administrator's effectiveness rating, both student growth evidence and demonstration of the five domains of the School Advance Framework will be used. The "demonstration of domains" will be evident as an administrator progresses towards achieving his/her professional goals, as well as performing the totality of his/her administrative responsibilities.

#### **Highly Effective -**

- After three years in the district in an administrative role
- Achieves or progresses toward Student Growth goal
- Achieves or progresses toward professional growth goals
- Demonstrates the five domains of the School Advance Framework for professional practice (or the chosen factors for that particular year), in a combination of highly effective and effective manner, having a positive system wide impact

### **Effective –**

- Prior to three years of administrative experience in district
- Achieves or progresses toward Student Growth goal
- Achieves or progresses toward professional growth goals
- Demonstrates the five domains of the School Advance Framework for professional practice in a combination of minimally effective, effective, and highly effective manner, having a positive building-wide impact
- Administrators who have had concerns expressed to them by evaluator; administrator is self-reflecting and actively addressing the concerns
- First year after successful completion of an improvement plan

### **Minimally Effective –**

- First year of a focused collaborative, improvement plan
- Did not address concerns satisfactorily after initial conversations
- Did not satisfactorily achieve or progress toward goals
- Progress towards demonstrating the five domains of the School Advance Framework for professional practice, reflecting some potential to develop desired leadership traits.
- Recommend no contract extension to 2<sup>nd</sup> year

### **After one year on an improvement plan –**

- If little to no progress – Ineffective (see below); recommend non-renewal
- If some progress, but not sufficient – remain “minimally effective,” continue improvement plan; recommend a one year contract
- If goals achieved – recommend one year contract with one year extension

**Ineffective –**

- Did not achieve or progress towards goals/improvement plan
- Did not meet the standards of effectiveness established in the five domains of the School Advance Framework for professional practice
- Not contract – terminate employment