



# Implementation Fidelity Document

This document provides a general guideline for the implementation and use of the School ADvance™ Administrator Performance Assessment, Development, and Evaluation System. This guidance document references critical areas of the implementation process and use, but adopters of the School ADvance System should refer to the School ADvance User’s Manual and training documents for specifics of each of those critical areas. Districts and schools that hold a valid limited licensing agreement with School ADvance™ may download and post this Implementation Fidelity Document on the district or school web site along with a link to the School ADvance™ Assurances Document for as a means for providing internal and external stakeholders with information regarding implementation fidelity. Users are advised to note the status and progress in achieving implementation fidelity in the table below and make updates as needed to reflect changes in the implementation fidelity process.

No part of this document may be modified except where the document provides columns for user notations regarding implementation status and progress in achieving implementation fidelity. School ADvance™ holds copyright © to this and all other documents provided by and officially associated with the School ADvance Administrator Evaluation System. All Rights Reserved.

Implementation Fidelity Critical Element	Date Completed	If Not Completed, Current Status	Projected Completion Date
The District/School has completed the School ADvance™ limited license agreement as required per the terms of that agreement	3.14.23		

If utilizing a third party provider of an on-line management system for access and use of the School ADvance System, the District/School has executed the required addendum to the School ADvance limited license agreement with School ADvance™ and that third party provider.	NA		
The District/School has completed the required School ADvance training for all personnel who either evaluate others or are to be evaluated using the School ADvance System. Providers authorized by School ADvance, LLC, must provide this training.	3.30.23 and 3.31.23		
The District/School has established a plan to insure that all persons covered under the requirements of Michigan's PA 173 of 2015 and hired or placed after the completion of the required School ADvance training also complete the training within 6 months of hire or placement date. For schools and districts outside of Michigan, please refer to training requirements as stipulated by applicable state statutes. Where not addressed in state statute, School ADvance recommends that users establish a plan to insure training for all evaluators and evaluatees.	3.31.23		
The District/School has secured and is using the official current version of the School ADvance Evaluation Instrument and Implementation Tools.	3.31.23		
The District/School has not modified the language of the School ADvance™ Evaluation instrument or tools without the express written permission of School ADvance™ through an authorized agent of School ADvance, LLC.	3.31.23		
The District/School is implementing the School ADvance™ Evaluation System in accordance with the implementation guides provided by School ADvance™ through its official training materials and User's Guide (*see excerpt below).	3.31.23		
Optional: The District/School has opted to implement the School ADvance™ per the phase-in plan authorized by School ADvance™ as detailed in the School ADvance Training and User's Guide.	3.31.23		
Optional (available starting September, 2016): The District/School holds a subscription to the School ADvance™ Implementation Support Network	NA		

\*School ADvance recommends that districts develop a three-year plan for learning and implementing the evaluation characteristics in Domains 2-5 (the Practice Domains). Typically, the plan would be to implement one-third of the evaluation characteristics in year one; add another third in year two; and add the remaining third in year three. This will foster a deeper learning of the evaluation characteristics and the performance indicators that go with each characteristic (see formative rubrics for indicators). This also facilitates a reasonable development of evidence for an administrator's work over the first three years, after which evidence can be updated as appropriate to maintain a current and relevant picture of the administrator's work along with a cumulative picture of the administrator's growth in practice.

The undersigned District/School official verifies that the implementation fidelity elements described above are accurately reported in this document as of the date indicated below:

Name of authorized District/School Official: Jerome J. Sardina

Title: Superintendent

Date: 04.03.23