



## School Administrator Verification Form

**2021-2022**

School Name: \_\_\_\_\_

Michigan Compiled Law (MCL 380.1246) and School Administrator Certification Code require school administrators to hold a valid Michigan School Administrator Certificate or, in accordance with School Administrator Code R 380,102, be placed under a valid Michigan School Administrator Permit.

Individuals Identified as School Administrators	Position Description	Date Employed as School Administrator	Evidence to Satisfy Requirement (Certification or Permit). Please attach documentation for each individual identified.

### Certification:

I hereby certify the information contained on this form is true to the best of my knowledge.

\_\_\_\_\_  
 Name of Individual Completing this Form

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Title

### Submission:

Please submit the completed form by **September 15, 2021**, to the Center via Epicenter, per the Master Calendar of Reporting Requirements.

### For more information, please contact:

Terri Ellis, (989) 774-2100 or TELLIS@TheCenterForCharters.org

### Position Requirements

If a position holds the title of superintendent, principal or assistant principal, the individual in the position must hold a valid Michigan School Administrator Certificate or be placed under a valid Michigan School Administrator Permit. Positions that require duties commonly associated with these titles, and are named differently (such as director, school head, chief academic officer, etc.) must also meet certification/permit requirements. Additionally, administrators whose primary responsibility is to administer instructional programming must hold a valid Michigan School Administrator Certificate or be placed under a valid Michigan School Administrator Permit. The checklist below may be used to assist districts with determining if the position is one that is "administering instructional programs."

- Decision making authority and responsibility for building, district, or program area curriculum:
  - Content, delivery, and instructional methods
  - Continuous improvement and equitable access for all learners
  - Learning outcomes for programs, departments, or courses
- Decision making authority and responsibility for continuous improvement at the building, district, or program level:
  - Setting vision for improvement planning
  - Outlining a method for implementation or creation of improvement plans
  - Using data to set goals, strategies, and pathways for improvements
  - Ensuring that improvement plans are implemented for success
  - Ensuring the design and/or delivery of the professional learning is aligned to improvement plans
- Decision making authority and responsibility for instructional oversight at the building, district, or program level:
  - Creating, recommending, or modifying instructional practice or delivery of content
- Reporting:
  - Demonstrating accountability for improvement, performance, curriculum, or instructional delivery by providing documentation, data, or presentations to governing body, or staff, in an official capacity
- Supervision or evaluation:
  - Supervising those who are responsible for instruction
  - Providing direction to establishing work priorities or assignments directly aligned to instruction and student achievement Evaluating for educator efficacy and general work performance