

Principal Evaluation

June 9, 2015

TUSD Governing Board Meeting

Unitary Status Plan

H. Evaluation

1. By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures

the District deems appropriate, give adequate weight to:

(i) an assessment of

(I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and

(II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students ;

(ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and

(iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents.

These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.

Process

- * **January - March:** Committee met with homework between meetings
- * **April:** Draft of evaluation tool sent to Special Master and plaintiffs
- * **April:** Comments received from Special Master, plaintiffs, and Department of Justice.
- * **May:** Revised evaluation sent to Special Master, plaintiffs, and Department of Justice
- * **June 9th:** Board Approval

Committee Members

- * Frank Armenta, Principal Cholla High School
- * Gregg Cannon, Ph.D., Research project Manager
- * Anne Dudley Ph.D., Principal Teenage Parent Program
- * Thad Dugan, Asst. Principal Pistor Middle School
- * Richard Foster, Sr. Director Curriculum Deployment
- * Halley Freitas, Ph.D., Sr. Director Assessment and Evaluation
- * Michael Konrad, Director Secondary Leadership
- * Anna Maiden, Chief Human Resources Officer
- * Melissa Molina-Garcia, Asst. Principal Doolen Middle School
- * Matthew Munger, Principal Sabino High School
- * Kathleen Scheppe, Director Elementary Leadership
- * Anna Schwartz-Warmbrand, Principal Vesey Elementary School
- * Lisa South, Principal Whitmore Elementary School
- * Sandra Thiffault, Principal McCorkle K8 School

ISLLC

2008

- 1. Vision, Mission & Goals
- 2. Teaching & Learning
- 3. Managing Organizational Systems & Safety
- 4. Collaborating with Families & Stakeholders
- 5. Ethics & Integrity
- 6. The Education System

2014

- 1. Vision & Mission
- 2. Instructional Capacity
- 3. Instruction
- 4. Curriculum & Assessment
- 5. Community of Care for Students
- 6. Professional Culture for Teachers and Staff
- 7. Communities of Engagement for Families
- 8. Operations and Management
- 9. Ethical Principles and Professional Norms
- 10. Equity and Cultural Responsiveness
- 11. Continuous School Improvement



School Leadership: Expectations

**Culture and Equity
Leadership**

Instructional Leadership

**Human Resources
Leadership**

Strategic Leadership

Organizational Leadership

Community Leadership

Tucson Unified School District Areas of Leadership Rubric

Domain: School Leadership

Expectation	Indicator	
Culture and Equity Leadership	CEL 1	Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)
	CEL 2	Leads for continuous improvement and celebration (10 & 11)
	CEL 3	Leads to promote professional learning communities for teachers(6)
Instructional Leadership	IL 1	Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft (4)
	IL 2	Leads for the academic and social-emotional success of a diverse student population (8)
	IL 3	Leads for culturally responsive instruction that maximizes student learning (3)
Human Resources Leadership	HRL 1	Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)
	HRL 2	Implements a strong system for identifying, recognizing and distributing talent (4)
Strategic Leadership	SL 1	Leads the school's vision, mission, and strategic goals to support a child centered vision of equity and quality schooling to support college and career readiness for all students (1)
	SL 2	Distributes leadership to inspire change in support of an empowered school culture (6)
Organizational Leadership	OL 1	Strategically aligns resources: people, time, and money, to drive student achievement (8)
Community Leadership	CL 1	Actively advocates for members of the school community and effectively engages family and community (7)

All site administrators will act in an ethical manner, adhering to the ethical principles and professional norms outlined in Tucson Unified School District Governing Board Policies and Regulations (9).

Principal Behaviors are rated on a 1-4 level of performance: Unsatisfactory (1); Basic (2); Proficient (3); and, Distinguished (4).

School Behaviors are rated as either a 1 or 3. The maximum possible points for each indicator are 7.

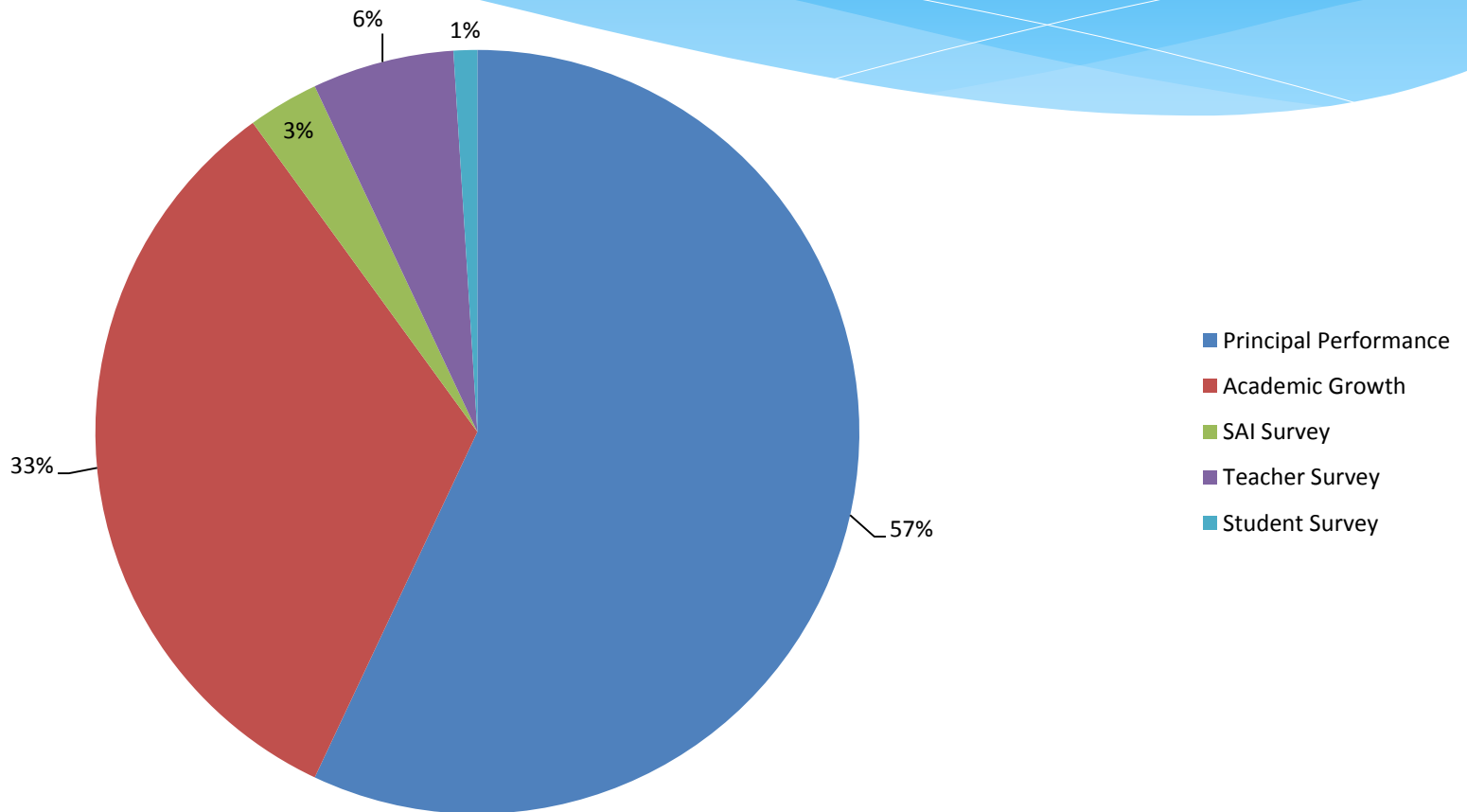
Performance Indicators

*Principal
Behaviors

*School
Behaviors

Distribution of components

TUSD Breakdown by Percent of the Components in the Principal Model



Calculation and Weighting

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	57	0.679
Growth	3	33	11
SAI Survey	3	3	1.000
SQS Survey	4	6	1.500
Student Survey*	4	1	0.250
Total	98	100	

* Scaling Factors are derived by dividing the Desired Points by the Maximum Points.

