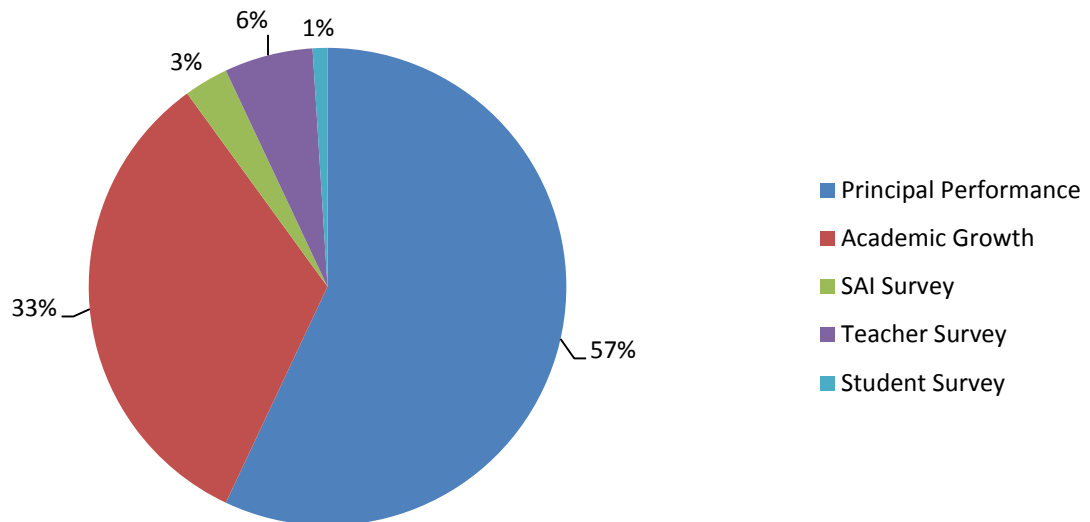


Principal Evaluation Model 2015-16

Tucson Unified School District Model for Measuring Educator Effectiveness aligns with State Board of Education's adopted Arizona Framework for Measuring Educator Effectiveness with these components:

A. Principal Performance Component	57%
B. Student Academic Progress Component	33%
C. SAI Survey (ADE) on Leadership	3%
D. Teacher Survey – School Quality Survey (Staff)	6%
E. Student Survey of Teacher	1%

**TUSD Breakdown by Percent of the Components
in the Principal Model**



A. Principal Performance Component

The principal performance component aligns to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and accounts for a minimum of 57% of the evaluation outcome. Appendix A provides the description of each ISLLC standard and its associated functions.

The TUSD Model for Measuring Principal Effectiveness utilizes six areas of leadership derived from the eleven ISSLC Standards:

- Culture and Equity Leadership
- Instructional Leadership
- Human Resources Leadership
- Strategic Leadership
- Organizational Leadership
- Community Leadership

The areas of leadership (Appendix B) to meet the requirements of the Unitary Status Plan IV. (H), (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.

B. Student Academic Progress Component

The total of school-level data accounts for 33% of the evaluation outcome. In the past, academic growth has been determined by calculating the growth of state standardized scores in English Language Arts (ELA) and Math for grades 3-10 from one year to the next. The Arizona Department of Education determines labels for each school, ranging from A-F, that is based on student academic performance and growth.

This year, TUSD will make all teachers an 'A' teacher by administering pre-post assessments that are relevant to the course material of each teacher. The assessment is a multiple choice pre-post assessment with a relevant reading passage that can measure academic growth. The components are listed below:

1. Courses: TUSD offers a variety of courses at the middle and high school levels including core academic courses, enrichment courses, and technical courses. These courses have been grouped into 41 umbrella categories. Each category encompasses multiple courses. For example, Physical Education is a category that includes body conditioning, yoga, tennis, etc.
2. Pre-Post Assessment: The pre-assessment will contain one or two short reading passages and up to 10 multiple choice questions that relate to the passage. Each category will have its own passage that is relevant to the content and the standards of the category. These themes of these passages may be similar across grades but will increase in complexity with each subsequent grade. An example of a theme in history/American government, etc might be a passage reflecting on the concept of what constitutes a human 'right' in modern society. The post-assessment will use the same passage, but the questions may be replaced with parallel questions to measure growth.
3. Who will take the assessment: All students in grades K – 2 will take the DIBELS assessment. All students in grades 3 – 5 will take the category assessment. In grades, 6 – 12, a sampling strategy will be implemented so that each teacher will have a minimum of 30 students participating in the pre-post category assessment.
4. When will the assessment be administered: The pre-tests will be administered in the early fall and the post-tests will be administered in mid-spring. The category assessments will be made available on-line through the district's assessment vendor's webpage. For grades K-2, teachers will score the DIBELS assessments.
5. Scoring and point allocation: Students growth will be assessed by determining the difference between the pre-test and the post-test. Teachers will receive a 1 (below average growth), a 2 (average growth), or a 3 (above average growth) that will be added to the Teacher Evaluation points total. Principals will receive the aggregate school for all the teachers in the school.

Survey data elements account for 10% of the evaluation outcome. They will be comprised of the results of three surveys conducted with both teachers and students.

- C. Teachers surveys provide an opportunity for teachers to rate principals on various aspects of principal practice and culture and climate of the school. Standards Assessment Inventory will measure aspects of principal practice with an emphasis on leadership.
- D. Teachers will also rate principals on the School Quality Survey. The SQS will measure aspects of a school's culture and climate.

Teacher Survey Administration Logistics: Both the SAI and the SQS teacher surveys will be administered electronically during the spring semester. The results of the surveys will be used at the site administration level for principal evaluation.

- E. Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, how much students feel they have learned in a class, and the extent to which they engaged in classroom practices. The surveys may be found in Appendix C

Student Survey Administration Logistics: The student survey focuses on the student's perception of their teacher's teaching methods. Each teacher will be evaluated by at least one of his or her classes. The results of student surveys will be used at the individual teacher level for teacher evaluations and aggregated to the school level for the principal evaluation.

1. All teachers of students in grades K-12 regardless of their teaching assignment must have student survey results.
2. Teachers who teach multiple classes/periods or special area teachers (e.g. PE, Art, Music, etc.) select only one class/group of students to take the survey.
3. Student surveys may be administered by a designated person other than the teacher. Surveys may be administered online.

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*