PRINCIPAL EVALUATION

October 23, 2018

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.

2018-2019 PRINCIPAL EVALUATION PROCESS

CONFERENCE FLOW CHART

CONFERENCE #1 Beginning of Year (by End Q.1)	CONFERENCE #2 Mid-Year Review (by End Jan.)	CONFERENCE #3 End of Year (by End June)

Purpose:
• Identify Instructional Leadership Standards
• Review evaluation instrument/process
• Review MyLearning Plan expectations
Principal:
• Complete Beginning of Year: Principal Reflection
  ○ Set 2 Professional Growth Goals
    ▪ 1 Instructional Supervision goal
    ▪ 1 from remaining Leadership Standards
  ○ Complete Classroom Level Student Academic Progress Comments section etc.
• Review site goals (IAP/Magnet/Transition)
• Ensure processes for:
    -MTSS/PBIS/Discipline review
    -Instructional Supervision
    -PLC/CFA
    -Monitoring Curriculum 4.0/CRC
Evaluator:
Review Site Data: (Academic/Discipline)
Review Walk through evidence/feedback
	Purpose:
	• Review evidence / artifacts gathered by Principal
	• Progress Monitor: Instructional feedback, IAP, Achievement, Discipline, Culture
	Principal:
	• Upload evidence to MyLearningPlan
	• Upload TUSD School Leadership Expectations Scoring Rubric *
	• Complete Leadership Practices and Data Review in MyLearning Plan
	    ○ Complete narratives
	    ○ Planned action steps
	• Upload evidence of Teacher Observation & Continuous Feedback Processes
	• Upload samples agendas/minutes from:
	    ○ MTSS/PBIS/Discipline review
	    ○ PLCs/CFAs
	Evaluator:
	Review of site walkthroughs and data
	Review evidence needed to provide feedback
	Review progress on 2 Professional Growth Goals
	Review scoring from TUSD School Leadership Expectations Scoring Rubric *
		Purpose:
		• Review data
		• Final review evidence / artifacts
		• Progress Monitor: Instructional feedback, IAP, Achievement, Discipline, Culture
		• Identify further actions
		• Principal self-assessment
		Principal:
		• Upload finalized TUSD School Leadership Expectations Scoring Rubric *
		• Presentation of evidence/artifacts
		• Review of professional goals
		• Review of site goals
		• Upload final evidence/artifacts (if any)
		Evaluator:
		Final review of site walkthroughs and data
		Completes and reviews scores in MyLearning Plan for "Principal Behaviors" and "School Behaviors"
		Provide feedback on Professional Growth Goals and next steps

Evidence / artifacts to demonstrate **School Leadership Expectations:** 1. Culture & Equity Leadership 2. Instructional Leadership 3. Human Resources Leadership 4. Strategic Leadership 5. Organizational Leadership 6. Community Leadership	**Director Observations:** **Informal:** Site evidence, site visits, office management, district meetings, site meetings (Site Council, PTA, Title 1), weekly bulletins to staff or community, principal provided evidence/artifacts **Formal:** Walkthroughs, PD, Faculty Meetings, Site Data	**Evidence / Artifacts:** Academic data – district, school, classroom School data – attendance, discipline Site Surveys – school, teacher Required program reports and IAP Communication – Newsletters, Bulletins Meeting – Agenda - Sign in PD plans School handbooks, plans, protocols

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS
SCHOOL LEADERSHIP DOMAINS

PERFORMANCE INDICATORS

		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.

RUBRIC for PERFORMANCE INDICATORS

DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:		
CEL 1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Principal Behaviors	• Does not exude an attitude of optimism or express his/her belief that all students can and will learn at high levels. • Is generally unaware of differences among diverse* student populations. • Does not clearly understand the equity gaps that exist in the school, and therefore does not bring attention to these inequities, nor works to address them as a school community. • Does not attempt to create a college- bound culture, and leaves college as an option to chance for students whose families may have this expectation for them. • Does not always act on discriminatory behavior or does not respond appropriately.	• Generally expresses an attitude of optimism and belief that all students can achieve at high levels, but may fail to hold others accountable to the belief that all students can and will learn at high levels. • Is aware of differences among diverse* student populations in the school, but does not draw attention to these gaps as issues that need immediate attention. • Creates sense of college-bound culture for certain groups of students (e.g., students taking AP courses, students who are grade-level readers), but this college-bound culture does not apply to all groups of students in the school. • Has zero tolerance for discriminatory behavior.	• Publically discusses the value of education communicating the belief that all students can and will achieve at high levels and draws attention to all equity gaps that exist for diverse* student populations. • Holds staff accountable to these same attitudes and beliefs. • Makes innovative and courageous plans to address the elimination of all gaps. • Creates a college and career-going culture for all students in the school, consistently engaging all groups of students and their families in conversations related to this subject. • Seeks input from staff and students to guarantee a school and work environment that values and appreciates diversity.* • Ensures that the learning environment is free from discriminatory behavior and practices.	*In addition to "Effective:"* • Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students. • Ensures the presence of structures for equity- • Ensures that the student voice and student action drive equity efforts.
School Behaviors	• Learning among colleagues is not the norm and exists only within certain teams of teachers. • Teachers do not regularly engage in reflection about their practice and the needs of their students. • Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are.		• Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community. • School artwork and performances represent all groups; student clubs capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community. • Teachers discuss all equity gaps for various groups of students, work together and know how to implement strategic initiatives	

REVISED DISTRIBUTION OF COMPONENTS

Principal Model: Percent Distribution of the Different Components

- Principal Performance
- Academic Growth
- SAI Survey
- SQS Survey-Staff
- SQS Survey-Student
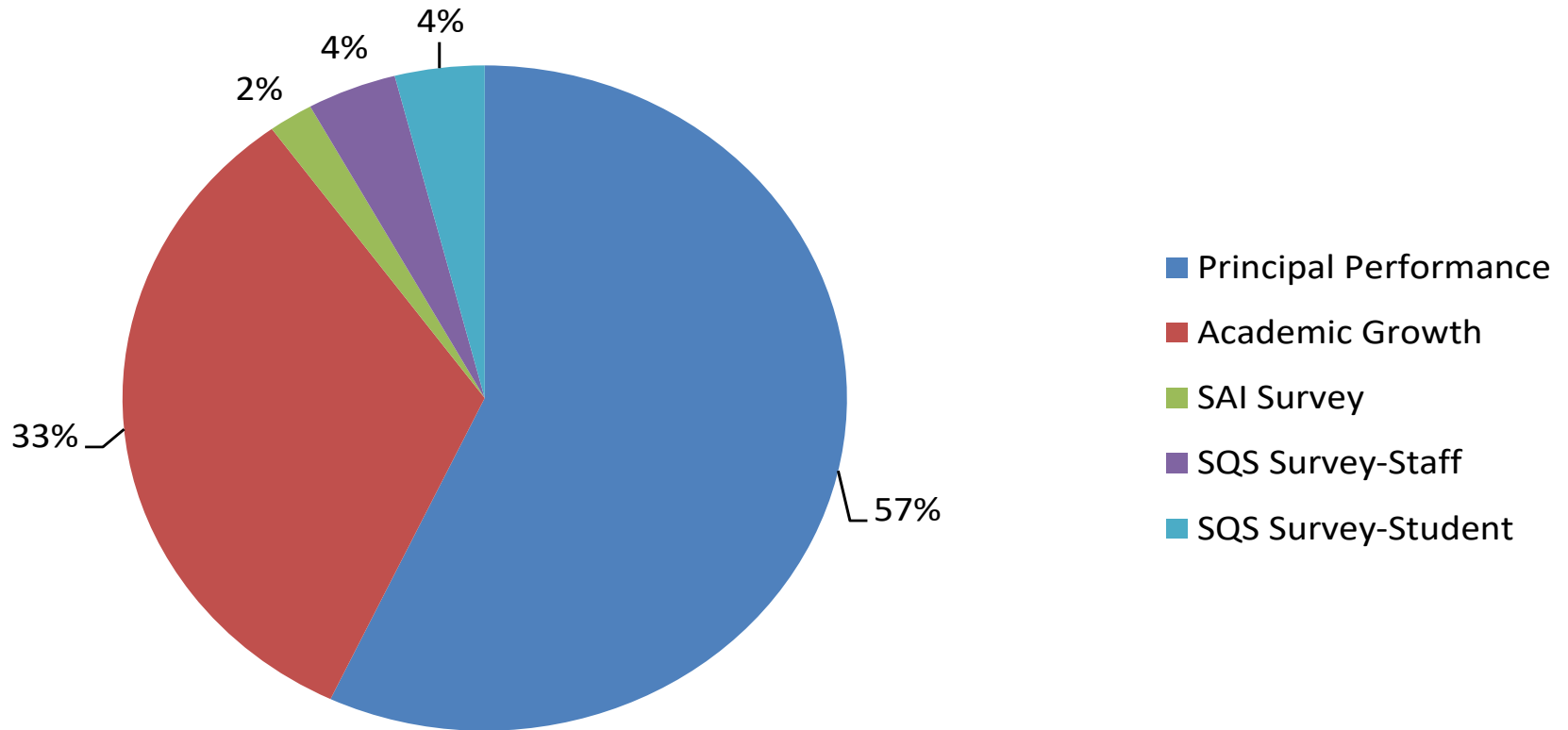
CALCULATION AND WEIGHTING

Measure	Maximum Points	Weight	Ratio
Conversion Table Grades K-12: Weighted Scale for Principal Evaluation from			
Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	57	0.679
Growth	3	33	11
SAI Survey	5	2	0.400
SQS Survey-Staff	4	4	1.000
SQS Survey-Student	4	4	1.000
* Scaling Factors are derived by dividing the Desired Points by the Maximum Points			
Total		100	