

TUSD Administrator Evaluation Instrument

Name: _____

Position: _____ Department/Unit: _____

This evaluation period covers: _____ to _____
Mo./Yr. Mo./Yr.

Supervisor: _____

This instrument is intended to provide site administrators with a reflective and interactive evaluation experience. It is a narrative assessment and is completed by the principal's supervisor. It focuses on the administrator's performance in leading a school toward the achievement of District adopted outcomes. Various data sources, such as school and classroom observations, school profile, ELL documentation, awareness and demonstrated compliance with key policies and procedures, Arizona's Instrument to Measure Standards (AIMS), Core Curriculum Standards Assessment (CCSA), and the School Quality Survey (SQS), will be used as evidence of effective performance. Other documentation of efforts to improve student achievement may also be used.

Interstate School Leaders Licensure Consortium (ISLLC) Standard One

A school administrator promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

(Related to TUSD Quality Standard #5 Home & Community and #6 Leadership)

Site administrator self assessment:

Principal Supervisor:

Home & Community

The school community is involved in school improvement efforts.

(Evidence – Planning, special projects, partnerships/outreach to business and community organizations/PTA/PTSA, resulting resources/gains for school, School Quality Survey [SQS], school council [sample agendas])

Leadership

An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.

(Evidence – Professional Learning Communities [PLCs], Pyramid of Intervention, staff development, cadre observations [debrief], informal and formal leadership opportunities for staff)

Recommendations Standard One:

ISLLC Standard Two

The school administrator promotes the success of all students by nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth.

(Related to TUSD Quality Standard #1 Instruction and #2 Curriculum)

Site administrator self assessment:

Principal Supervisor:

Instruction

Multiple opportunities to learn are available to all students.

(Evidence – Use of appropriate instructional strategies [direct instruction, small group instruction, one-on-one, and cooperative group], K-3 DIBELS data [classroom report with concerns related to benchmarking], K-12 writing data [one grade level sample], K-12 math benchmark [one grade level summary], ELL Corrective Action Plan [Interventions for ELL students falling far below], lesson plans available that document teaching of standards, ESL, and SIOP; review/discussion of AIMS percent mastery for ELL, reclassified, and mainstreamed students; review of dropout/suspension data)

Curriculum

Curriculum decisions are based on research expertise of teacher and the recommendations of learned societies.

(Evidence – Professional Learning Communities [agendas], number of highly/not-highly qualified teachers, number of highly/not-highly qualified teacher assistants, K-12 pacing calendars/curriculum maps [agendas], posting performance objectives (POs) in student friendly language [_____ %], common school assessments)

Recommendations Standard Two:

ISLLC Standard Three

The school administrator ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**(Related to TUSD Quality Standard #7 Human Resources and
#8 Organization, Management and Planning)**

Site administrator self assessment:

Principal Supervisor:

Human Resources

Stakeholders are involved in decision affecting the school.

(Evidence – Teachers on recommendations for improvement, teachers on plans for improvement, recognition of excellence [staff, parents])

Organization, Management and Planning

Financial, human, and material resources are aligned to the goals of the school.

(Evidence – Title One budget, K-3 budget, Desegregation budget, volunteer services, Tax Credit funds, M & O and Capital budgets, technology use [productivity/role model], plan[s] for retention and recruitment of students)

Recommendations Standard Three:

ISLLC Standard Four

The school administrator promotes the success of students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

(Related to TUSD Quality Standard #3 Environment and #4 Diversity)

Site administrator self assessment:

Principal Supervisor:

Environment

Diversity is considered in developing learning experiences.

(Evidence – Discipline plan [number of referrals/in-house suspensions], accomplishments [awards, recognitions of student achievement], celebrations [recognition of citizenship/community involvement, Service Learning Projects], culturally relevant curriculum [programs, presentations, curriculum], staff greeting students at the door and in halls during passing period, periodic review of rules, formal prevention program/curriculum in place, current student work posted)

Diversity

Diversity is recognized and valued.

(Evidence – Data analysis for sub groups and special needs students, providing families information and encouragement to enhance their capacity to support their children’s learning [workshops, classes, literacy evenings], equal access [interpreter/translation documentation of services, use of services available through the Multicultural Studies Department])

Recommendations Standard Four:

Awareness and Demonstrated Compliance with Key Policies and Regulations

The school administrator is aware of key Governing Board policies, and has demonstrated compliance with key procedures as outlined in Governing Board policies and regulations.

(Related to ISLLC Standard Three - Organization, Operations, and Resource Management)

Policy / Regulation	Awareness	Demonstrated Compliance	Notes – Documentation
Non-Discrimination; Sexual Harassment (Policy AC/ACA)	Y N	Y N *N/A	
Procurement (Policy DJ)	Y N	Y N *N/A	
Mandatory Reporting (Policy JLF)	Y N	Y N *N/A	

*Indicates the administrator has not had an incident from which to evaluate demonstrated compliance

Recommendations Key Policies and Regulations:

OVERALL ASSESSMENT

- Renewal/Professional Growth
- Recommendations for Improvement
- Plan for Improvement
- Non-Renewal

Administrator Comments:

PERFORMANCE REVIEW ACKNOWLEDGEMENT

Site Administrator

Date

Supervisor

Date

INDICATORS FOR STANDARD ONE

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM: STANDARDS FOR SCHOOL LEADERS

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and activities
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

INDICATORS FOR STANDARD TWO

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM: STANDARDS FOR SCHOOL LEADERS

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

INDICATORS FOR STANDARD THREE

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM: STANDARDS FOR SCHOOL LEADERS

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

INDICATORS FOR STANDARD FOUR

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM: STANDARDS FOR SCHOOL LEADERS

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

RECOMMENDATION FOR IMPROVEMENT

School _____ Year _____

Purpose: The recommendation for improvement will provide the administrator specific documented areas in need of improvement. The administrator and supervisor will meet regularly to help ensure adequate progress will take place and expectations can be met.

ISLLC Standard: _____

Does not meet expectations

Recommendations For Improvement	Progress Made

Administrator	Date	Immediate Supervisor	Date
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- Corrective Action: Met expectations – RFI is completed.
- Corrective Action: Did not meet expectations – RFI continues/Renewal recommended.
- Corrective Action: Did not meet expectations – PFI is recommended.

PLAN FOR IMPROVEMENT

School _____ Year _____

Purpose: The plan for improvement will provide the administrator specific documented areas in need of improvement. The administrator and supervisor will meet regularly to ensure adequate progress will take place.

ISLLC Standard:

Does not meet expectations

Recommendations For Improvement

Progress Made

Administrator

Date

Immediate Supervisor

Date

- Corrective Action: Met expectations – PFI is completed.
- Corrective Action: Did not meet expectations – PFI continues/Renewal recommended.
- Corrective Action: Did not meet expectations – Non-renewal recommended.