

<p><b>TUCSON UNIFIED</b> SCHOOL DISTRICT</p> <p><b>POLICY REGULATION</b></p>	POLICY TITLE: Administrator Evaluation Procedure
	POLICY CODE: GCO-R2

Certified Administrators will be evaluated according to applicable Arizona statutes and evaluation procedures adopted by the Governing Board which shall incorporate the following Interstate School Leaders Licensure Consortium (ISLLC) Standards.

Central Administrative positions do not necessarily align with these standards and an alternative instrument may be used by the supervising administrator.

- 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.
- 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.
- The school administrator ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 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.
- An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.
- An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economical, legal and cultural context.

**EVALUATION INSTRUMENT**

The Administrator Evaluation Instrument, attached as Exhibit 3, will be utilized for evaluations of principals. The signature of the employee acknowledges receipt of the evaluation and does not necessarily indicate agreement with the content of the statements. The final evaluation report will be placed in the official personnel file in the Human Resources Department. If an employee disputes the content of said evaluation report, the employee will be responsible for writing a rebuttal to the evaluation and providing a copy to the evaluating supervisor and the Human Resources Department for inclusion in the personnel file.

The Administrator Evaluation Instrument shall be used for all other administrators, as appropriate.

## **EVALUATION PROCEDURE**

### **Orientation**

The evaluator of the principal(s) will conduct an orientation and provide materials outlining the evaluation process. It is suggested that this be done by the superintendent, or designee in a group setting at the beginning of the school year.

### **Beginning of the Year Conference**

By the end of the first quarter, the principal and the evaluator will meet to discuss the evaluation process. Discussion must be about the principal's goals for the school; measurable targets; standards for performance; pertinent student academic progress data; the analyses of parent and staff survey data; and previous evaluation results. It may be helpful to refer to the School Fact Sheet when discussing school capacity, current achievement and teacher/student demographic information.

It is important to consider the context in which the evaluation occurs. This is an opportunity for the principal and the evaluator to discuss the full context of the school and any relevant information that would affect performance. The experience level of the principal should be taken into consideration. The performance of a novice principal is likely to be different from that of a more experienced principal. The school experience of the faculty, involvement of parents, etc. are other areas of consideration. Discussion of context should occur in the first conference.

The descriptions of the performance classification levels should be reviewed and discussed based on the goals being set during this conference. Throughout the year the principal will work on established goals and collect evidence of success for future discussion with the evaluator. Planned and/or announced observations and/or conferences may also occur during this time.

### **Mid-Year Conference**

By the end of January, this meeting will occur to identify areas of strengths and opportunities for improvement based upon documentation provided by the principal. Plans, activities and/or strategies to help improve student academic performance and leadership performance should be the outcomes for this conference. Mid-year adjustments to the Goal Setting Worksheet may be made at this time along with any relevant information that might impact progress towards meeting goals.

The principal should continue to work on the established goals and if appropriate, collect related evidence or artifacts for future documentation. Announced observations/conferences may also occur during this time.

### **End of Year Conference**

This is the principal evaluation conference that completes the evaluation cycle. A review of data and other evidences of the principal's leadership are done at this time. Information is recorded and points determined resulting in a performance level designation. The identification of future actions for school or principal improvement/growth will also be determined. The Principal Performance Based Evaluation Summary Form is forwarded to the Assistant Superintendent.

## **RETIRED ASRS ADMINISTRATORS**

Rehired ASRS retirees will be evaluated each year according to state statute. However, none of the provisions set forth below (Performance Improvement Conversations, Plan for Improvement, Non-Renewal or Dismissal, Conflict Resolution Procedure) apply to rehired ASRS retirees.

## **PERFORMANCE IMPROVEMENT CONVERSATIONS**

When performance deficiencies in one or more ISLLC Standards as outlined in the administrator's current evaluation instrument are noted by the supervising administrator, that supervisor shall discuss such deficiencies and coach the administrator with suggestions for improvement. Such conversations shall be followed up with an e-mail documenting the deficiency (ies) and the suggestions for improvement. The supervisor shall also outline supports available to the administrator. If adequate progress has not been made after a reasonable time, the supervisor may place the administrator on a written Plan for Improvement.

## **PLAN FOR IMPROVEMENT**

If adequate progress has not been made after a reasonable time following being informed of the nature of the deficiencies, the supervisor may place the administrator on a written Plan for Improvement (Plan) regardless of whether the evaluation has been completed. The Plan shall be based on evidence of performance deficiency (ies) in one or more ISLLC standards as outlined in the administrator's current evaluation instrument. The Plan shall be in writing and designed to instruct and guide the administrator so that the deficiency (ies) can be rectified. The Plan for Improvement will provide clear direction for the administrator and also provide evidence of support in order to assist the administrator.

The supervisor shall meet with the administrator regularly, preferably once a month, at the administrator's site, to review progress on the Plan. If adequate progress has been made on the Plan, the administrator will be removed from the Plan. If, after a minimum of forty-five (45) instructional days, the administrator has not made adequate progress on the Plan, the supervisor has the option of extending the Plan, or recommending non-renewal of the employment contract.

## **NON-RENEWAL OR DISMISSAL FOR PERFORMANCE DEFICIENCIES**

Non-renewal or dismissal of an administrator shall be in accordance with state and federal statute. Additionally, non-renewal or dismissal of an administrator for performance deficiencies pursuant to the performance evaluation procedure set forth in this regulation will also include the opportunity for the Administrator to receive the performance improvement conversations set forth above and a formal Plan for Improvement before an administrator's contract can be non-renewed pursuant to A.R.S. § 15-503 for performance deficiencies except in the following cases:

- Any certificated administrator who has failed to pass the qualified evaluator training that authorizes the administrator to conduct certificated teacher evaluations, within two testing attempts.
- A certified administrator demonstrates a pattern of non-compliance with USP; including but not limited to requirements for interview panels, GSRR corrective action plans.
- Evidence of trend data that demonstrates declining student achievement in student performance as evidenced by local and state assessments, student attendance, student graduation rate, and drop out rate. (where applicable)

This regulation does not apply to non-renewal of an administrator for unprofessional conduct.

## **CONFLICT RESOLUTION PROCEDURE**

Article Eighteen of the Administrator's Meet and Confer Agreement, entitled "Conflict Resolution Procedure for Administrators" is applicable to matters related to this Regulation.

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