PRINCIPAL EVALUATION PROCESS

A Tucson Unified School District Model for Measuring Educator Effectiveness

Adapted from Arizona Department of Education Model for Measuring Educator Effectiveness

Based on
The AZ Framework for Measuring Educator Effectiveness

APRIL 2013

TUSD

ACKNOWLEDGEMENTS

Tucson Unified School district Model for Measuring Educator Effectiveness: Principal Evaluation Process was adapted from Arizona Department of Education Model for Measuring Educator Effectiveness.

The Tucson Unified School District's Model would not be possible without the efforts and dedication of the following stakeholders:

- Dr. Deborah Anders, Principal
- Frank Armenta, Principal
- Eugene Butler Jr., Director Secondary Leadership-Middle Schools
- Victoria Callison, Director Magnet Schools Program
- Hortensia "Meg" Cota, Principal
- Richard Foster, Director Professional Development
- Ana Gallegos, Assistant Principal
- Michael Konrad, Principal
- Nicole Lowery, Senior Program Coordinator Human Resources
- David Scott, Director Accountability and Research
- Nancy Woll, Legal

Arizona's Principal Evaluation Process was created to assist local education agencies (LEAs) and schools in providing an example to measure teacher effectiveness, per ARS 15-203 (A) (38). This process/model aligns with State Board of Education's adopted Framework (April 2011), reflecting the following components:

- 33%: student academic progress
- 67%: teaching performance, reflective of the InTASC standards (includes self review)

Because this model has not yet been deemed valid and reliable, ADE highly recommends that no personnel decisions be made based upon a teacher's summative score, until the pilot analysis is completed (per HB 2823).

The state's teacher evaluation model was purposely designed to be flexible; LEAs and schools can substitute their own valid and reliable assessment data, other classroom, school/system-level data, and weight the measures to best fit their own cultures and context.

This document would not be possible without the tremendous efforts of the following educators and experts:

- Dr. Karen Butterfield, Associate Superintendent of Highly Effective Teachers & Leaders, ADE
- Dr. Deb Duvall, Executive Director of Arizona School Administrators (ASA)
  Dr. Carrie Giovannone, Deputy Associate Superintendent of Research & Evaluation, ADE
- Todd Petersen, Deputy Associate Superintendent of Educator Effectiveness, ADE
- Steve Larson, Program Specialist, Educator Excellence, ADE
- Virginia Stodola, Program Specialist, Educator Excellence, ADE
- Dr. Yating Tang, Program Evaluator, Research & Evaluation, ADE
- Mesa Public Schools
- The Charlotte Danielson Group, "*2011 Charlotte Danielson Framework for Teaching"*

It is our hope that this document/model be helpful to any Arizona LEA and/or school in their leadership evaluation efforts.

STATUTORY AUTHORITY

Arizona Revised Statute §15-203 (A) (38) was passed by the legislature in spring 2009. This statute required that the State Board of Education "on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes and best practices for professional development and evaluator training. School LEAs and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012-2013."

As a result, the State Board of Education appointed an 18-member Task Force to develop the Arizona Framework for Measuring Educator Effectiveness for implementation of this statute.

The Task Force charged with creating the Framework conducted its work in service to the students in Arizona's public schools. The Task Force members held that the goal of both teacher and principal evaluations is to enhance performance so that students receive a higher quality education. The Task Force also believed that evaluations are most effective as one part of a systemic approach to improving educator performance and student achievement.

The Task Force identified the following goals for the evaluation of teachers and principals to:

- Enhance and improve student learning;
- Use the evaluation process and data to improve teacher and principal performance;
- Incorporate multiple measurements of achievement;
- Communicate clearly defined expectations;
- Allow LEAs to use local instruments to fulfill the requirements of the framework;
- Reflect fairness, flexibility, and a research-based approach;
- Create a culture where data drives instructional decisions.
- Use the evaluation process and achievement data to drive professional development to enhance student performance.
- Increase data-informed decision making for student and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

The State Board of Education approved the Arizona Framework for Measuring Educator Effectiveness on April 25, 2011. In 2012 the legislature made further revisions to the statutes related to teacher and principal evaluation systems. Those revisions included the designation of the four performance classifications used in the evaluation system as: "Ineffective", "Developing", "Effective" and "Highly Effective". LEAs will be required by 2013-2014 to describe in policy how the performance classifications will be used in making employment-related decisions. The statute provides direction regarding multiyear contracts and transfer frequencies and includes the opportunity for incentives for those in the highest performance levels. Beginning in 2015-16 the policies must describe the support and consequences for those in the lowest performance levels.

The LEA's definition of "inadequacy of classroom performance" must align with the performance classifications.

Please refer to specific references in the state statutes that follow:

15: 203 (A) 38
15: 301 (A) 42
15: 503 (B) (F)
15: 521
15: 536 (A) (C)
15: 537, 538, 539
15: 977

The Arizona Framework for Measuring Educator Effectiveness can be found here:
http://www.azed.gov/teacherprincipal-evaluation/az-framework/

House Bill 2823 includes language detailing teacher evaluation criteria. Included are the following points:

1. Teachers must be observed at least twice per year teaching a complete and uninterrupted lesson.
2. The first and last observation must be separated by at least 60 calendar days.
3. Written observation results required within 10 business days.
   http://www.azed.gov/teacherprincipal-evaluation/hb-2823/

Note: Following the Spring 2012 Arizona Legislative Session, the Arizona Department of Education received a conditional Elementary and Secondary Education Act (ESEA) Waiver, which mandated the use of student growth, between two points in time, as a significant factor in the evaluation of educator effectiveness.

OVERVIEW OF MEASURING EDUCATOR EFFECTIVENESS FRAMEWORK

Arizona Framework for Measuring Educator Effectiveness consists of three components:

a. School-level Academic Progress Data
b. Instructional Leadership Performance
c. Optional: School-level Data (which includes Survey information)

Each component is made up of a variety of elements, some of which are described below.

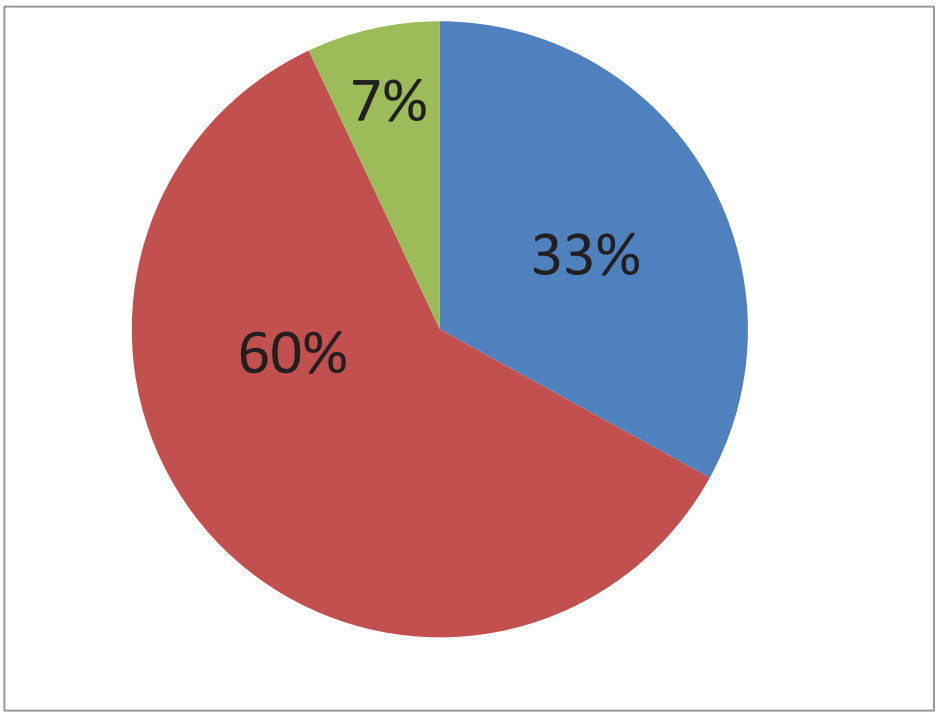
Note: Effective August, 2012 and per Arizona's conditional Elementary and Secondary Education Act Waiver approved on July 19, 2012, a significant factor of educator evaluation will be based on student growth.

Table 1 - Framework for Principal Evaluation Instruments

	School-level Data	System/Program-Level Data	Instructional Leadership
ALL PRINCIPALS	*** AIMS** *** Stanford 10 (SAT 10)** **Required:** **Classroom-level elements shall account for at least 33% of evaluation outcomes.**	***Survey Data** **Optional:** **School-level elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome**	**Evaluation instruments shall provide for periodic classroom observations of all teachers and shall be based upon national standards, as approved by the State Board of Education.** **Required:** **Instructional Leadership results shall account for no more than 50 - 67% of evaluation outcomes.**

Figure 1 - Weighting Group A

- **33% School-level Data**
- **60% Instructional Leadership**
- **7% Survey Data**



OPERATIONAL DEFINITIONS

While a Glossary of Terms may be found in Appendix D, these operational definitions will assist the reader to be familiar with key concepts appearing frequently in this document.

Business Days – Business day is equivalent to a teacher work day.

Calendar Days – Equivalent to one day on the calendar.

Component - The Framework for Measuring Educator Effectiveness consists of three main parts or components: Instructional Leadership, School-level Student Academic Progress Data and System/Program Data, which in this document includes Survey Data.

Element - Each component has many possible parts or elements. For example, in this document Instructional Leadership is made up of six ISLLC Standards. School-level Student Academic Progress Data are AIMS and other testing results. System/Program Data are Survey Data which includes parent, teacher and student input.

Evaluation Outcome – One of four performance classifications derived from the accumulated School-level Student Academic Progress Data, Instructional Leadership practices, and System/Program Data (i.e. survey data in this model), and the associated recommendations for professional growth.

Group A teachers - Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teacher's content areas.

Performance Classification - The outcome of the evaluation process is one of four designations of performance: "Ineffective", "Developing", "Effective" and "Highly Effective".

SMART Goals – **S**pecific: Who? What? Where? **M**easurable: How will the goals be measured? **A**ttainable: Is the goal realistic, yet challenging? **R**esults-oriented: Is the goal consistent with other goals established and fits with immediate and long range plans? **T**ime-bound: Is it trackable and does it allow for monitoring of progress?

PRINCIPAL EVALUATION PROCESS GUIDELINES

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, charter representative or designee in a group setting at the beginning of the school year.

Conference - Beginning of the Year – 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 Fast 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.

Conference 2 – Mid-Year: 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.

Conference 3 – End of year: 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 Superintendent/Charter Representative.

NOTE: EVALUATION vs. OBSERVATION

State Statutes distinguish between evaluation and observation of teachers. To be clear, observations of leadership practices, like those o teachers' practice, may be formal or informal. However, most observations of a principal will be informal. The evaluator will "observe" the principal during group meetings, or become aware of the principal's actions from newsletters or other printed material. Student academic progress and survey data will be reviewed by the evaluator. Multiple pieces of information or interactions may constitute the evaluator's informal "observations."

A formal observation, like that of a teacher, likely would be a scheduled, announced event. A formal observation of a principal may consist of the evaluator conducting a site visit or being present at a faculty or parent meeting.

Observations, whether formal or informal, are considered to be formative information; the results of which may be shared with the principal to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process. The mid-year discussion or might entail a review of documents or artifacts reflecting the work products of the principal. These documents could include benchmark data of student progress data or survey input from parents, staff and/or students. An evaluator may look at the observation feedback provided to teachers or the professional development plans reflecting the evaluation outcome.

The **comprehensive, summative evaluation** occurs annually and results in a performance classification and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes.

REVIEW OF COMPONENTS

The Arizona Framework for Measuring Educator Effectiveness takes into account many factors when assessing the effectiveness of the teacher, including: informal and formal observations of teaching performance, the results of goal setting, surveys from parents and students, peer review and student/academic progress data. The SBE approved Framework provided LEAs latitude in determining the percentages tied to the evaluation components. While the opportunities to make those decisions remain, the LEAs that choose to use the Arizona Model for Measuring Educator Effectiveness shall adhere to the following requirements:
The final determination for this model is based on 100 possible points.
Instructional Leadership Practice = 60% (60 Points)
School-Level Student Academic Progress = 33% (33 Points)
System/Program-level Data/Survey Results = 7% (7 points)

Instructional Leadership Component - 60% (60 Points) (includes teacher self review)

The Arizona Framework for Measuring Educator Effectiveness requires the leadership portion of a principal's evaluation reflect the Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration. ISLLC (Interstate School Leaders Licensure Consortium) Standards may be found in Appendix A and at these links:

http://www.azed.gov/state-board-education/files/2011/10/item-4f-r7-2-602-r7-2-603.rule_.pdf
http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
The ISSLC Standards represent a universe of behaviors, functions and actions. It is not expected that all will be observed and accounted for in the principal's evaluation. They should be used as examples of behavior or pieces of the evidence that lead to the principal's evaluation outcome. It is not expected that the evaluation instrument use the exact wording reflected in the ISLLC Standards.

There are six ISLLC Standards generally related to the following areas of leadership:

1. Shared Vision
2. Learning/Instruction
3. Management
4. Collaboration
5. Professionalism
6. Education System

Appendix A provides the description of each standard and its associated functions. Also included in Appendix A are listings of possible actions, evidence and/or artifacts associated with each standard. This listing is neither exhaustive nor does it constitute expected actions or behaviors. It is simply representative of many areas of consideration by the evaluator.

A rubric describing levels of effectiveness for the Standards can be found in Appendix B

School-level Student Academic Progress - 33% (33 Points)

The total of school-level data elements shall account for 33% of the evaluation outcome for the principal. AIMS data will be the only data point used for school year 2013-2103.

The language in ARS§15-203(A) (38) uses the phrase "academic progress". According to the United States Department of Education, student growth is defined as "the change in student achievement (i.e., academic progress) for an individual student between two or more points in time". Effective August 2012 and per the Arizona ESEA Conditional Waiver approved on July 19, 2012, a significant factor of educator evaluation will be based on student growth.

****Survey Data Results**

The Measuring Educator Effectiveness Framework provides the option of System or Program-level Data to be used. Survey data elements will be comprised of the results of surveys conducted with the students, their parents and the teachers. Specific results and/or progress on these ratings will account for 7% of the principal's comprehensive evaluation outcome.

Tucson Unified School District's "School Quality Survey" will be used to solicit information from parents on the quality of their principal's leadership practice and school, and from students on various aspects of teachers' practice as well as how much the students say they learned or the extent to which they are engaged.

The Standards Assessment Inventory will be used to solicit information from teachers on various aspects of their principal's leadership practice.

COMBINING TEACHER PERFORMANCE, STUDENT PROGRESS, & SURVEY DATA FOR A PERFORMANCE CLASSIFICATION

In making judgments about the overall effectiveness of the school principal, the evaluator will refer to the evidence, information and/or data collected that is related to the three components: **Instructional Leadership Component** and associated actions or artifacts; Survey Data Results from staff, students and parents, reflecting the perception of those persons for whom the principal's actions impact; and **School -level Student Academic Progress** data reflecting the degree of improvement and progress made by the students in attendance at the school.

The evaluator will give consideration to the individual elements that comprise each component. Prior to the Principal Performance Based Evaluation Summary conference the evaluator should review the **Fast Facts about the school**, any previous conference notes, and/or **other documents** reflecting on the leadership of the principal, student academic progress data and the perceptions of those impacted by the principal's leadership.

As previously described, the performance of the principal in relation to **Instructional Leadership Practices** will constitute 60% of the evaluation outcome/classification).

Using the ISLLC Standards, there are six elements that make up 60 points, or 60% of the total points used in this model. The points possible for each standard were previously discussed. The degree to which the principal meets the standards is left to the evaluator based on the evidence and/or information collected or provided.

As defined in State Statutes and adopted by the State Board of Education, **School -Level Student Academic Progress** will constitute a minimum of 33% or 33 points of the evaluation outcome/classification. However, later events involving Arizona's NCLB flexibility waiver has placed added emphasis on student growth data.

Survey data collected from the staff, parents and students will represent 7%, or 7 points of the principal's evaluation outcome. The student and parent classroom data will be aggregated and represent the perception or impact of the principal's leadership. In reviewing the survey data, goals may be set based on information gleaned from the overall results or from the responses to individual questions.

One outcome of the annual evaluation of the principal, like that of the teacher, will be a "performance classification." The classification levels were adopted in State Statutes as: Highly Effective, Effective, Developing, and Ineffective.

The following tables show the range of points for each component of the model and the overall rating for the evaluation. Refer to Appendix F for the calculation form.

Ineffective	Developing	Effective	Highly Effective
44 points or less	45-56 points	57-75 points	76-100 points

PERFORMANCE CLASSIFICATION RUBRIC

In judging or evaluating the principal's instructional leadership practice, school-level data and survey results, the evaluator will use a rubric aligned to the four performance classifications identified below.

Highly Effective: The principal consistently demonstrates the listed functions and other actions reflective of the Leadership Standards that are above and beyond stated expectations. Principals that perform at this level should exceed goals and any targets established for student performance and survey data. A highly Effective rating means that the only areas for growth would be to further expand on the strengths and find innovative ways to apply it to the benefit of the school and LEA. Specific comments (1.e, evidence, explanation) are required for rating a standard as Highly Effective. A Highly Effective rating means that performance is excellent. The employee is a top performer in all areas of leadership, student achievement and academic progress and in the perception of others.

Effective: The principal demonstrates the listed functions reflective of the leadership standards most of the time and meets goals and any targets established for student performance and survey data. Performance in this area is satisfactory and similar to that of others regarded as good performers. The indicator of performance delivered when rating one as Effective is that performance is very good. While there are areas remaining that require further development to be considered an excellent performer in this standard, an Effective rating is indicative of a valued administrator. (It is suggested that the evaluator and the principal discuss the evidence, data, or artifacts expected for an Effective Classification at the first conference.)

Developing: The principal sometimes demonstrates the listed functions reflective of the Leadership Standards and meets some of the goals and targets established for student performance and survey data. A Developing rating indicates that the employee performs well at times but requires more consistent performance overall. The principal demonstrates potential, but must focus on opportunities for improvement to elevate the performance in this standard.

Ineffective: The principal rarely demonstrates the listed functions reflective of the Leadership Standards and meets few goals and targets for student performance and survey data. The demonstrated performance of this principal requires intervention. An ineffective rating indicates that performance is unsatisfactory and the principal requires significant improvement. **Specific comments (i.e., evidence, explanation) are required when rating a standard Ineffective.**

Summary

Stated in general terms the rubrics are designed to provide information about current practices and provide guidance for improvement. The Highly Effective classification is not lightly given or easily earned. The Effective classification describes the expected student outcomes and professional practice of all principals. It reflects one who is competent in the leadership role, attentive to the academic and other needs of the students and appreciated by staff and community. A principal classified as Effective is considered a valuable employee to the school or LEA. This description becomes the starting point from which a final classification level will be determined. **Classifications of Developing and Ineffective will require the development of a Professional Improvement Plan (Appendix E).** The contents of this plan will address the developmental needs of the novice principal or the corrective actions expected of the experienced principal.

Setting Goals

INSTRUCTIONAL LEADERSHIP

During the initial conference, the principal and the evaluator will review the instructional leadership practices identified in the ISLLC Standards. The functions associated with each Leadership Standard be reviewed and discussed. As stated earlier, the ISLLC Standards reflect a universe of behaviors and action - not all will be observed or accounted for in the evaluation outcome. However, the evaluator and principal should be clear as to the expectations in each leadership area.

Appendix A provides a listing of possible actions, evidence or artifacts associated with each Standard. The principal and the evaluator should reach agreement as to what actions or behaviors will be reflected in the various performance classifications.

Instructional Leadership accounts for 60% (60 points) of the evaluation outcome.

Weighting Leadership Practice			
Leadership Standards	**Functions**	**Point Value**	**Weight**
1. Shared Vision	a. collaboratively develop/implement mission/goals b. collect/use data to assess effectiveness c. create/implement plans to achieve goals d. promote continued and sustainable improvement e. monitor, evaluate, revise plans	15	X 1
2. Learning/Instruction	a. culture of collaboration, trust, learning b. comprehensive, rigorous curriculum c. personalized, motivating environment for students d. supervise instruction e. accountability system/monitor progress f. develop instructional leadership and staff capacity g. maximize time for instruction h. promote use of technology i. monitor and evaluate instructional program	15	X 1
3. Management	a. monitor/evaluate the management and operations b. obtain, allocate, align resources c. protect welfare and safety of students and staff d. develop capacity for distributed leadership e. ensure teacher and organizational time is focused on instruction/learning	10	X 1
4. Collaboration	a. collect data pertinent to the educational environment b. promote understanding and use of cultural, social and intellectual resources c. build and sustain positive relationships with families d. build and sustain positive relationships with community	10	X 1
5. Professionalism	a. ensure system of accountability for every student's success b. model self-awareness, reflective practice, ethical behavior c. safeguard the values of democracy, equity and diversity d. consider moral and legal consequences of decisions e. promote social justice and student needs	15	X .33
6. Education System	a. advocate for children, families and caregivers b. act to influence local state and national decisions c. assess, analyze, anticipate and adapt emerging trends	10	X .50

SURVEY INFORMATION

The use of school surveys is not new. Arizona LEAs have surveyed parents and others for many years. The use of survey information in the evaluation of principals aligns with many of the practices identified in the ISLLC Leadership Standards.

If there is previous survey data it should be used as the initial baseline from which goals should be set. The survey goals should reflect not only an overall response rate but also a percentage of responses reflecting a positive attitude. The actual survey questions and response format will dictate the nature of goals, for example:

1. 70% of parent surveys will have an average rating of 2 or above on all levels. (SQS)
2. 70% of student surveys will have an average rating of 2 or above on all levels. (SQS)
3. Parent survey response rate will increase 10% from previous year
4. 80% teacher response rate is required for principal to receive Standards Assessment Inventory rating**. (SAI)**

Surveys account for 7% (7 points) of the evaluation outcome.
All surveys should have a reliability index of at least .70.

Weighted Survey Data			
Percentage of Survey Data	**Example of Survey Data to be used for this portion of the Principal Evaluation**	**Point Value**	**Weight**
7%	**Standards Assessment Inventory (SAI)**	**5**	**X .80**
	TUSD: School Quality Survey	**3**	**X 1**

Form Descriptions (forms may be found in APPENDIX D)

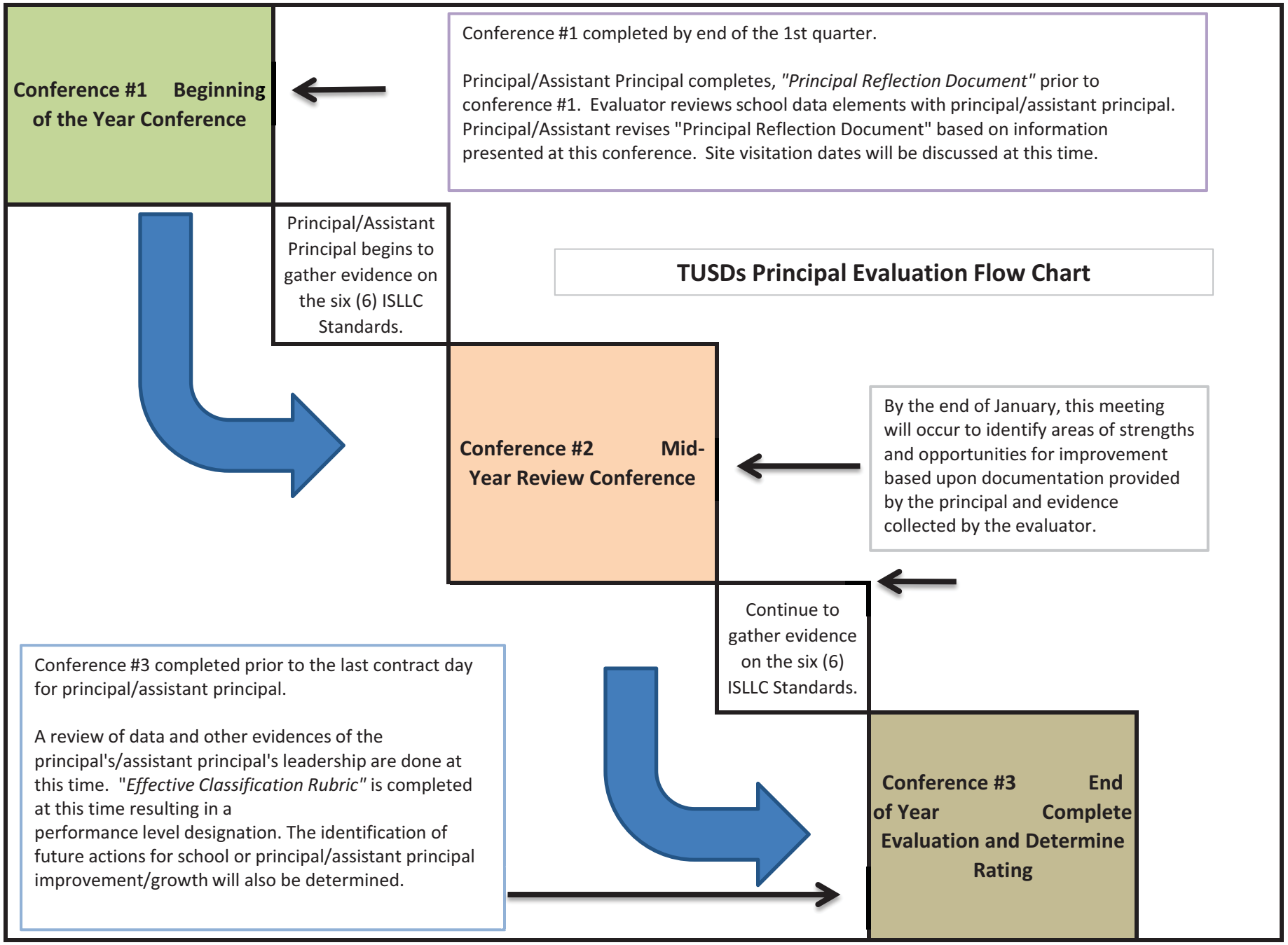
DESCRIPTION OF FORMS-EVALUATING PRINCIPAL EFFECTIVENESS
The following provides narrative descriptions of the forms used in the principal evaluation process.

School Fast Fact: The form provides demographic information about the school and staff. It also provides a leadership standard score from the previous Standards Assessment Inventory. Recent AIMS data is also provided. This data reflects prior year scores. This document should be reviewed and discussed early in the school year. This information is relevant to the goal setting process. This document can be located at http://www.azed.gov/teacherprinciapl-evalaution/school-fast-fact

Principal Reflection/Goal-Setting Document: This form is used as a self-assessment and goal setting form. The form is completed by the principal citing evidence, documents, or other artifacts reflecting leadership standards. Also cited is student progress data, survey data, areas of strengths and areas for improvement reflecting the impact of the principal's leadership on those most closely affiliated with the school. This form provides the principal an outline in preparation for the evaluation conferences.

Mid-year Review Conference: The principal and evaluator will meet at least once during the school year prior to the summary evaluation conference. During the mid-year conference information and work products will be reviewed, student benchmark or quarterly data will be discussed. The evaluator will indicate whether satisfactory progress is being demonstrated or not. Suggestions for future action will be recorded. A review of the Principal Reflection Document may be reviewed and updated during this conference.

Principal Performance Based Evaluation Summary: This two page form is used during the summative or year-end evaluation conference between the principal and the evaluator. The first page constitutes the accumulation of data representing the leadership actions of the principal, the perceptions of those persons impacted by this leadership and the progress of the students served at the school. Ideally, the first page is completed by the evaluator; however it is likely much of the information is available from the principal. During this conference the Principal Reflection/Goal-Setting Document and Mid-year Review forms should be available and referenced as needed. The second page, the Principal Performance Based Evaluation Summary, aligns with the legislative mandate and is the minimum requirement for documentation of the principal's effectiveness.



APPENDIX A

ISLLC STANDARDS

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

Instructional Standards, Functions and Sample Evidence

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. (Shared Vision)

Functions:

A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continues and sustainable improvement
E. Monitor, evaluate, revise plans

Sample Evidence:

- School Improvement Plan
- Teacher feedback
- Meeting agendas/minutes
- School-home communications
- Posted vision/goals statements
- Calendar of events
- Etc.
- Presentations to community
- Development of annual goals
- Reviews achievement data with staff
- Implements targeted PD
- Regularly reviews achievement data
- Homework, attendance, discipline plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (Culture of Learning/Instruction)

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning and high expectations
B. Create a comprehensive, rigorous and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Sample Evidence:

- Number/% of HE, E, D, IE teachers
- Review of observation reports
- Staff survey data
- Staff memos, agendas, communications
- In-house staff development
- Calendars or monitoring schedules
- Use of technology by students, staff
- ensures teachers are reviewing and using data
- meets with IEP teams
- assigns low performing students to HE teachers
- identifies gaps in achievement by various groups
- PLC's
- AP, offerings or equivalent
- master schedule facilities, advanced elective and core course enrollments

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment. (Management)

Functions:

A. Monitors and evaluate the management and operational systems
B. Obtain, allocate, align and efficiently utilize the human, fiscal and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Sample Evidence:

- Staff handbooks
- Substitute handbook
- Crisis plans
- Newsletters
- Phone or mail logs
- Required reposts – fire, safety, etc.
- Use of technology to streamline
- Discipline procedures/handbook
- Accreditation reports, follow thru
- Promotes and protects instructional time
- Facility use
- Etc.

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources. (Family and Community/Collaboration)

Functions:

A. Collect and analyze data information pertinent to the educational environment
B. Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Sample Evidence:

- Meeting agendas/minutes
- Newsletters
- Site councils/PTA/Booster Clubs
- Student council involvement
- Use of community resources
- Balances differing needs-meetings, activities, etc.
- Creates a welcoming environment in the office
- Décor reflects diversity of student body
- Survey data analyzed/used
- Etc.

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner. (Professionalism)

Functions:

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency and ethical behavior
C. Safeguard the values of democracy, equity and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensures that individual student needs inform all aspects of schooling

Sample Evidence:

- Extracurricular assemblies/events/activities
- Diversity/culture recognition
- Student handbook
- Citizenship/civic opportunities
- Community service
- Etc.
- school calendar of events
- accepts responsibility
- responds to challenges/handles dissent
- maintain confidentiality
- analyze attendance and discipline data with respect to equity issues

Standard 6

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context. (Social Context/Outreach)

Functions:

A. Advocate for children, families and caregivers
B. Act to influence local, LEA, state and national decisions affecting student learning
C. Assess, analyze and anticipate emerging trends and initiatives to adapt leadership strategies

Sample Evidence:

- Interprets law, statute, policy
- Maintains research/trend familiarity
- Involvement in LEA
- Sharing information w/PTO/booster, etc.
- Awareness of Board actions
- Staff development for teachers
- Newsletters and other communication
- Meets with IEP teams
- Participates in the Title I plan development
- Advocate for students and learning
- Professional development for self
- Etc.

Considerations surrounding the evidence or observable actions or data

Comparability and consistency among and between evaluators is often cited as an area of concern. One approach to addressing this concern is, when appropriate, the LEA would determine the evidence, data or actions it would expect to see. Depending on the standard and/or the specific function and/or rating, a listing of evidence may be completed. For example, Standard 1.1 – Is the vision and mission statement posted for others to view? Another example would be for Standard 2.4 – Is there evidence of principal "walk-troughs" or copies of observation reports? Depending on the decisions made at the LEA level, these types of evidence could be reflected in the rubric descriptions or they simply could be a listing from which judgments are made by the evaluator.

APPENDIX B

EFFECTIVE CLASSIFICATION RUBRIC EXAMPLES

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. (Shared Vision)

An "effective" leader believes in, values and is committed to:

- every student learning
- collaboration with all stakeholders
- high expectation for all
- examining assumption and beliefs
- continuous improvement using evidence

An "effective" leader engages the stakeholders to reach consensus about vision, mission and goals. These become the basis for decisions, planning, budgeting and time allocation. Decisions are informed by data, research and best practices to identify the unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.				
Functions	Level of Performance			
	Distinguished	Proficient	Basic	Unsatisfactory
Shared Vision Using Data Creating Plans Promoting Improvement Monitoring	The school's vision and mission as expressed in the school improvement plan have been developed with all of the stakeholders involved. The whole school community is involved in school improvement efforts.	The school's vision and mission as expressed in the school improvement plan have been developed with some of the stakeholders involved. Parts of the school community are involved in school improvement efforts.	The school's vision and mission as expressed in the school improvement plan have been developed with few of the stakeholders involved. There is limited school community involvement in school improvement efforts.	The school's vision and mission as expressed in the school improvement plan have been developed with no evidence of the stakeholders involved. The school community is not involved in school improvement efforts.
	An implementation plan has been developed with objectives and strategies. Barriers to achieving the vision are identified and addressed.	An implementation plan has been developed with some objectives and strategies. Some barriers to achieving the vision are identified and addressed.	An implementation plan has been developed with few objectives and strategies. Few barriers to achieving the vision are identified and addressed.	An implementation plan has not been developed with objectives and strategies. Barriers to achieving the vision have not been identified and addressed.
	The plan is regularly monitored and supported with necessary resources. The plan is evaluated and revised at the end of the year.	The plan is monitored and supported with necessary resources. The plan may be evaluated at the end of the year.	The plan is infrequently monitored and lacks supporting resources. The plan may not be evaluated at the end of the year.	There is no plan in existence or not monitored and/or supported with necessary resources. The plan is not evaluated at the end of the year.

Standard 2

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (Culture of Learning/Instruction)
An "effective" leader believes in, values and is committed to:

- Learning as the fundamental purpose of school
- Diversity as an asset
- Continuous professional growth and development
- Lifelong learning
- Collaboration with all stakeholders
- High expectations for all
- Student learning

An "effective" leader fosters a strong, positive professional culture; sharing and distributing responsibilities across all components of the instructional system (curriculum, materials, pedagogy and student assessment). Learning opportunities are targeted to the vision and goals differentiated to meet the needs of students. A strong professional culture includes reflection and timely specific feedback that improves practice. Leaders engage in continuous inquiry.

Functions	Level of Performance			
	Distinguished	Proficient	Basic	Unsatisfactory
Culture Curriculum Program Learning Environment Supervision Accountability Technology	High expectations for self, students and staff dominate the school's culture. Most students and staff are consistently treated with fairness, dignity and respect. Organizational support systems effectively align resources for maximum student growth and development.	High expectations for self, students and staff are part of the school's culture. Most students and staff are treated with fairness, dignity and respect. Organizational support systems align some resources for student growth and development.	Expectations for self, students and staff are part of the school's culture. Most students and staff are treated with fairness, dignity and respect. Organizational support systems align some resources for student growth and development.	Expectations are not high for self, students and staff are part of the school's culture. Most students and staff are rarely treated with fairness, dignity and respect. Organizational support systems are not aligned with resources for student growth and development.
	Professional development is planned to focus on specific student-learning needs. Lifetime learning is encouraged and modeled.	Professional development is planned to consider student-learning needs. Lifetime learning is encouraged.	Professional development is rarely planned to consider student-learning needs. Lifetime learning is rarely encouraged.	Professional development does not address student-learning needs. Lifetime learning is not encouraged or modeled.
	Student learning is consistently supported throughout the school by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are systematically identified, classified and addressed.	Student learning is often supported by best practices, the use of data and appropriate technologies in teaching and learning. Barriers to student learning are often identified and addressed.	Student learning is occasionally supported by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are rarely identified and addressed.	Student learning is not supported by best practices, data and technologies are not used in teaching and learning. Barriers to student learning are not identified and addressed.

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment. (Management)

An "effective" leader believes in, values and is committed to:

- A safe and supportive learning environment
- Collaboration with all stakeholders
- Equitable distribution of resources
- Operational efficiently and effectively
- Management in service of staff and student learning

An "effective" leader ensures the success of all students and provides a high performing learning environment by efficiently and effectively aligning resources with vision and goals. The teaching and learning environment reflects an orderly management of resources: financial, human, time, materials, technology, and physical plant. Leaders address impediments to student and staff learning as they implement laws and policies to protect the civil and human rights and the safety of students and staff.

Functions	Level of Performance			
	Distinguished	Proficient	Basic	Unsatisfactory
Monitor/Evaluate Align Resources Welfare/Safety Distributed Leadership Focus Time	School operational and organizational systems are managed efficiently and effectively and monitored regularly to provide an aesthetically pleasing and effective instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are managed responsibly, efficiently and effectively. All school human, material, physical and time resources are often managed to maximize organizational school goals.	School operational and organizational systems provide an instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are managed responsibly. School human, material, physical and time resources are often focused on school goals.	School operational and organizational environment is frequently ineffective to provide an instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are poorly managed responsibly. School human, material, physical and time resources are often not used to support school goals.	School operational and organizational systems do not support an instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are managed irresponsibly, inefficiently and ineffectively. School human, material, physical and time resources are often not managed to support school goals.
	Emerging trends and potential problems are identified, studied and confronted. Communication skills are evident in throughout the school population.	Some emerging trends and potential problems are identified and confronted. Communication skills are effective in some segments of the school population.	Some emerging trends and potential problems are sometimes identified and confronted. Communication skills are inconsistent in some segments of the school population.	Some emerging trends and potential problems are rarely identified and confronted. Communication skills are ineffective in some segments of the school population.

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources. (Family and Community/Collaboration)
An "effective" leader believes in, values and is committed to:

- High standards for all
- Including family and community as partners
- Respect for the diversity of family composition
- Continuous learning and improvement for all

An "effective" leader incorporates the participation and views of families and stakeholders for important school decisions and activities. Leaders regard diverse communities as a resource and assist families and others in the community to support their children's learning.

Functions	Level of Performance			
	Distinguished	Proficient	Basic	Unsatisfactory
	Credence is given to individuals and groups whose values and opinions may conflict. The school and community serve one another in collaborative ventures. Diversity is recognized and valued.	Tolerance is given to individuals and groups whose values and opinions may conflict. The school and community occasionally participate in collaborative ventures. Diversity is recognized and tolerated.	Tolerance is rarely given to individuals and groups whose values and opinions may conflict. The school and community participate minimally in collaborative ventures. Diversity is rarely acknowledged or valued.	Individuals and groups whose values and opinions may conflict are alienated. There are few or no collaborative partnerships for the school and community to participate in. Diversity is not pursued.
Data Use Community Involvement Respect for all Relationships	The school is committed to high visibility and active involvement and communication with the larger community. Multiple partnerships are established with area businesses, institutions of higher education and community groups. The school develops and maintains effective media relations.	The school is committed to involvement and communication with the larger community. One or more partnerships are established with area businesses, institutions of higher education and community groups. The school seeks positive media relations.	There is minimal visibility, involvement and communication with the larger community. Limited partnerships are established with area businesses, institutions of higher education and community groups. The school seeks positive media relations.	The school does not communicate with the larger community. Few or no partnerships are established with area businesses, institutions of higher education and community groups. The school does not pursue positive media relations.

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner. (Professionalism)
An "effective" leader believes in, values and is committed to:

- The common good over personal interests
- Taking responsibilities for actions
- Ethical principles in all relationships and decisions
- Modeling high expectations
- Continuously improving knowledge and skills

An "effective" leader practices codes of conduct that reflect ethical personal conduct and fiscal responsibilities. Leaders remove barriers to high quality education. They hold high expectations of every student. With high stakes accountability effective leaders understand and address complex policies, leading from a position of caring and professional concern about students, and their learning, a culture of trust, openness and reflection about values and beliefs is modeled.

Functions	Level of Performance			
	Distinguished	Proficient	Basic	Unsatisfactory
Accountability Model Integrity Values Decision Making Social Justice	People are treated fairly and respectfully. The principal demonstrates values and attitudes that inspire the school community. The principal considers the impact of administrative practices on others.	People are usually treated fairly and respectfully. The principal demonstrates values and attitudes that are acceptable to the school community. The principal occasionally considers the impact of administrative practices on others.	People are often not treated fairly and respectfully. The principal demonstrates values and attitudes that rarely inspire the school community. The principal rarely considers the impact of administrative practices on others.	People are not treated fairly and respectfully. The principal demonstrates to the school community values and attitudes that discourage high levels of integrity. The principal ignores the impact of administrative practices on others.
	Legal and contractual obligations are fulfilled. Laws and procedures are applied fairly, wisely and considerately. The principal accepts responsibility for all aspects of school operations. The principal consistently protects the rights and confidentiality of students and staff.	Legal and contractual obligations are fulfilled. Laws and procedures are usually applied fairly. The principal occasionally denies responsibility for some aspects of school operations. The principal usually protects the rights and confidentiality of students and staff.	Legal and contractual obligations may be partially unfulfilled. Laws and procedures are often applied unfairly or inconsistently. The principal occasionally denies responsibility for some aspects of school operations. The principal may not protect the rights and confidentiality of students and staff.	Legal and contractual obligations are violated. Laws and procedures are applied unfairly. The principal denies responsibility for some aspects of school operations. The principal violates the rights and confidentiality of students and staff.
	Demonstrates a personal code of ethics. The principal examines personal and professional values, serves as a role model and uses the influence of the office to enhance the educational program. The principal opens the school to public scrutiny.	Demonstrates an awareness of professional ethics. The principal examines professional values, serves as a role model and occasionally uses the influence of the office to enhance the educational program. The principal opens the school to public observation occasionally.	Demonstrates minimal awareness of professional ethics. The principal is rarely viewed as a role model and occasionally uses the influence of the office for personal gain. The principal rarely opens the school to public observation.	Does not demonstrate an awareness of professional ethics. The principal is not accepted as a role model and uses the influence of the office for personal gain. The principal closes the school to public observation.

Standard 6

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economical, legal and cultural context. (Social Context/Outreach)

An "effective" leader is one who believes in, values and is committed to:

- Advocate for children and education
- Influence policies
- Uphold and improve laws and regulations
- Eliminate barriers to achievement
- Build on diverse social and cultural assets

An "effective" leader sees schools and districts as part of a larger local, state and federal system that supports the success of all students. Professional relationships enable an effective leader to identify, respond to and influence issues, public awareness and policies.				
Functions	Level of Performance			
	Distinguished	Proficient	Basic	Unsatisfactory
Advocate Influence Aware of Trends	The environment in which schools operate is influenced on behalf of students and their families. Communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate.	The school studies ways in which the environment in which schools operate may be influenced on behalf of students and their families. Communication processes have been initiated among the school community concerning trends, issues and potential changes in the environment in which schools operate.	The school has limited involvement with the environment in which schools operate and is influenced on behalf of students and their families. Some communication processes have been initiated among the school community concerning trends, issues and potential changes in the environment in which schools operate.	The school has no involvement with the environment in which schools operate and may be influenced on behalf of students and their families. No communication processes have been initiated among the school community concerning trends, issues and potential changes in the environment in which schools operate.
	The school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities. Public policy is shaped to provide quality education for all students. Lines of communication have been developed with decision makers outside the school community.	Parts of the school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities. The principal may occasionally seek input to public policy on behalf of students. Some lines of communication exist with decision makers outside the school community.	Parts of the school community work within the framework of policies, laws and regulations enacted by local, state and federal authorities. The principal may occasionally be unaware of public policy and its effect on students. Minimal lines of communication exist with decision makers outside the school community.	Parts of the school community work within the framework of policies, laws and regulations enacted by local, state and federal authorities. The principal does not participate in shaping public policy on behalf of students. No lines of communication exist with decision makers outside the school community.

APPENDIX C

GLOSSARY OF TERMS

Term Definition

Academic Progress: A measurement of student academic performance. These measurements can be either: 1) the amount of academic growth a student experiences during one school year; or 2) a single measure of academic performance, including, but not limited to, formative assessments, summative assessments, and AZ LEARNS profiles.

Aggregate: In statistics, data combined from several measurements.

Benchmark: A standard by which something can be measured or judged. To measure according to specified standards in order to compare it with and improve one's own product.

Best Practice: Practices that are based on current research include the latest knowledge and technology and have proven successful across diverse student populations.

Bias: One's value judgments based on age, race, gender, appearance, perceived economic status, or accent. Bias may influence how one collects evidence and makes decisions based on that evidence.

Classroom Observations: Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.

Classroom-Level Data: Data that is limited to student academic performance within an individual classroom or course. These may include AIMS scores, SAT 10 scores, district/school assessments, benchmark assessments, and other standardized assessments. Classroom-level data does NOT include teacher made quizzes or tests for a specific classroom.

Component: A category of measures within the evaluation system. In Arizona's Framework for Measuring Educator Effectiveness, the teacher evaluation system consists of the following three components: Classroom/School-level Data, and Teaching Performance. The principal evaluation system consists of the following three components: School-level Data, System/Program-level Data, and Instructional Leadership.

Content Standard: What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subject. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking; working, communicating, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.

Content Validity: Assessments are aligned with written and enacted curriculum.

Criterion-Referenced Test (CRT): An assessment intended to measure how well a person has learned a specific body of knowledge and/or skills.

Data: Factual information, especially information organized for analysis or used to reason or make decisions.

Data Analysis: Examination of findings to determine and describe possible causes or reasons for the outcomes presented in the findings.

Data Baseline: Student performance data collected at or near the beginning of a cycle, before strategies and interventions and action plans have been implemented.

Data Findings: A presentation of the data without judgmental comments.

Data Implications: The logical inferences that are suggested as a result of the analysis of findings. Implications lead to the creation of task lists: actions that must be taken as a result of the implications.

Data Systems: A way to collect, store, analyze, and report on data.

Data-Based Decision Making: Analyzing existing sources of information, (class and school attendance, grades, test scores, portfolios, surveys, and interviews to make decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.

Data-Driven Culture: When the atmosphere and culture within a building or district is driven and supported by data.

Demographic Indicators: Describes the students who are included in the outcome data. This type of data gives us information, such as minority student achievement, Limited English Proficiency student achievement, attendance rates, mobility rates, and socioeconomic status of students. This is the type of data that tells you whether you have equity within the outcome measures. The statistical characteristics of human populations (e.g., age, race/ethnicity, experience, socioeconomic status). These statistics help describe the students who receive the outcome/performance scores.

Disaggregated Data: "Disaggregate" means to separate a whole into its parts. The process of breaking down data into smaller subsets in order to more closely analyze performance, disaggregation is an analysis tool that lets one determine whether there is equity on outcome measures, whether different groups of students are performing similarly on the outcomes.

Dispositions: Attitudes, aptitudes.

Evaluation: Evaluation occurs once a year and results in a performance classification and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes

Formal Assessment: This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme, by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme.

Formative Assessment: Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.

Framework: A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Gap Analysis: An analysis of the gap between where you are and where you want to be - a deficiency assessment.

Goal (academic): Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.

Group A Teachers: Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Group B Teachers: Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Growth Score: Growth scores provide an equal interval scale from which one can quantify improvements in taught skills

Indicator: Descriptive statements that define Domain subsets.

Informal Assessment: This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme. Notes or checklists to record their observations from student-teacher conferences or informal classroom interactions can also be informal assessments.

Instructional Leadership: School leaders create and sustain a context for learning that puts students' learning first.

Local Education Agency (LEA): A public board of education or other public authority within a State, which maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state**.**

Locally Developed Assessments: Those assessments developed or administered at the local building level that can also measure the progress students are making toward the school improvement goals. In many instances, these assessments have not been analyzed for validity and/or reliability.

Longitudinal Data: Data/information about school, and students that is collected over multiple years for comparison purposes.

Maintenance Goal: A goal that current data does not indicate is an area of need, but one that requires continued resource support to ensure that current levels of achievement are maintained and/or improved.

Mission: A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the school/district with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

Model: One serving as an example to be imitated or compared.

Multiple Measures of Data: Data that comes from multiple sources, such as: demographic, perception (surveys), student learning, and school system processes.

Multiple Measures of Student Learning: The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post tests, capstone projects, oral presentations, performances, or artistic or other projects.

Multiple Measures of Teacher Performance: The various types of assessments of teachers 'performance, including, for example, classroom observations, student test score data, self assessments, or student or parent surveys.

Multiple Sources of Data: Data that is derived from more than one source of data/information. See Assessment System, Data-Based Decision Making, and Triangulation.

Non-tested Grades and Subjects: Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

Norm-Referenced Test (NRT): An assessment designed to compare an individual's performance to the performances of a group, called the "norm group."

Objective: Linked to goals. They identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable.

Observation: Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be

"collected" as pieces of evidence to be considered during the summative evaluation process.

Other Assessments: The development and/or adaptation of other measures of student growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.

Outcome Indicators: Outcome data tells us what the students learned; and what they achieved. Outcome data paints the performance picture. These are the kinds of data that tell us what percentage of students passed the state writing test, and the percentage of students receiving E/F's in their classes, etc. These data pieces tell you how student achievement is going. This is the type of data that indicates whether or not there is quality in your classroom, school, or district. Data that reports the outcomes or performance of the achievement results of students.

Parent Surveys: Questionnaires that usually ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.

Pedagogy: Generally refers to strategies of instruction, or a style of instruction.

Peer Review: The assessment of one teacher's performance by other teachers in the same field in order to maintain or enhance the quality of the work or performance in that field of teaching. Typically, the reviewers are not selected from among close colleagues or friends. This type of assessment helps maintain and enhance quality by detecting weaknesses and errors in specific works and performance.

Perception Data: Information collected that will indicate how stakeholders feel about something – data is usually gathered through survey/interview format.

Pre- and Post-Tests: Typically, locally developed student achievement tests that measure the content of the curriculum of a particular course. They are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of student growth. Many pre- and post-test models also include mid-year assessments and formative assessments for teachers to adjust instruction throughout the course or year.

Professional Development/Learning: A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.

Professional Growth Plan: A reflective, collaborative plan developed between administrators and teachers to provide opportunities for the professional growth of the teacher utilizing meaningful professional development and formative and summative assessment as tools, with the ultimate goal of improved student achievement.

Professional Improvement Plan: A prescriptive plan designed to assist teachers whose performance is unsatisfactory or below the minimum standard.

Professional Learning Community: Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.

Rater Calibration (also called Recalibration): An assessment of a rater's accuracy in scoring (adherence to the scoring standards) prior to beginning scoring. It usually consists of a set of pre-scored performances which the rater must score with sufficient accuracy to demonstrate eligibility for live scoring. Calibration tests generally contain performances that are exemplars at a particular score level and should; when possible cover the entire range of possible scores.

Rater Certification: An assessment of a rater's accuracy in scoring after initial training. It usually consists of a set of pre-scored performances that the rater must score with sufficient accuracy to demonstrate eligibility for live scoring. Certification tests generally contain performances that are exemplars at a particular score level and should; when possible cover the entire range of possible scores.

Reliability: The ability of an instrument to measure teacher performance consistently across different rates and different contexts.

Results Driven Instruction: Instruction informed by student achievement data and focused on results.

Rubric: An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality using a set of criteria with associated levels of performance.

S.M.A.R.T. Goals Specific: Who? What? Where? Measurable: How will the goals be measured? **A**ttainable: Is the goal realistic, yet challenging? **R**esults-oriented: Is the goal consistent with other goals established and fits with immediate and long rang plans? **T**ime-bound: Is it trackable and does it allow for monitoring of progress?

School Culture & Climate: School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways.

School Improvement Plan: A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal; the strategies and interventions for each goal, and the action plan with specific actions; and

timelines for the implementation of the school improvement process, with an annual update based on data.

School Profile: A school profile is a summary of information that describes the students within a specific school. The profile enables the school to identify student strengths and needs. It is the source from which student performance goals emerge, and provides baseline information related to student performance that can later be used in determining the success of the school's improvement plan.

School-Level Data: Data that are limited to student academic performance within an individual school. These may include AIMS scores, SAT 10 scores, district/school assessments, other standardized assessments, and AZ LEARNS profiles.

Scientific-Based Research: Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific principles of reasoning.

Stakeholder: An individual or group with an interest in the success of students and the school/district in delivering intended results and maintaining the viability of the school/district's services. Stakeholders influence the system, programs, and services. Staffs, parents, students, business community members and staff of educational institutions are examples.

Status Score: The score a student receives at particular period of time.

Student Growth: The change in student achievement for an individual student between two or more points in time.

Student Portfolios: A personal collection of information describing and documenting a student's achievements, learning, and goals.

Student Survey: Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

Summative Assessment: Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course or program.

Teacher Survey: Questionnaires that typically ask teachers to rate principals on an extent-scale regarding various aspects of principal's/school's performance on a variety of measures

Team: Any group of teachers that teach the same subject, students or grade levels.
Triangulation: Comparison of multiple data sources to determine strengths and weaknesses of a school's performance. Triangulation assures that school improvement decisions will not be made from a single assessment or data source.

Validity: The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement.

Vision: A statement that describes what the school hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

APPENDIX D

PRINCIPAL PERFORMANCE EVALAUTION FORMS

Principal Reflection Document

Name of Teacher _____School _____ Date _____

Teaching Domains Leadership Standards/Functions	Evidence
Vision a. Collaboratively develop/implement mission/goals b. collect/use data to assess effectiveness c. create/implement plans to achieve goals d. promote continued and sustainable improvement e. monitor, evaluate, revise plans	
Learning/Instruction a. culture of collaboration, trust, learning b. comprehensive, rigorous curriculum c. personalized, motivating environment for students d. supervise instruction e. accountability system/monitor progress f. develop instructional leadership and staff capacity g. maximize time for instruction h. promote use of technology i. monitor and evaluate instructional program	
Management a. monitor/evaluate the management and operations b. obtain, allocate, align resources c. protect welfare and safety of students and staff d. develop capacity for distributed leadership e. ensure teacher and organizational time is focused on instruction/learning	
Collaboration a. collect data pertinent to the educational environment b. promote understanding and use of cultural, social and intellectual resources c. build and sustain positive relationships with families d. build and sustain positive relationships with community	
Professionalism a. ensure system of accountability for every student's success b. model self-awareness, reflective practice, ethical behavior c. safeguard the values of democracy, equity and diversity d. consider moral and legal consequences of decisions e. promote social justice and student needs	
Education System a. advocate for children, families and caregivers b. act to influence local state and national decisions c. assess, analyze, anticipate and adapt emerging trends	
Classroom Level Student Academic Progress Comments	
Survey Data Comments	

Areas of Strengths:
Continuing Activities
Areas for Improvement (if needed)

Midyear Review Conference

Name of Principal _____ School _____ Date _____

Principal Mid-Year Review (The evaluator determines whether the principal is making acceptable progress toward goal attainment. This area is marked S for satisfactory progress or NP for not progressing)

Discussion of Leadership Practices:	
1.Shared Vision ___	4.Collaboration ___
2.Culture of Learning/Instruction ___	5.Professionalism ___
3.Management ___	6.The Education System ___
Areas of Strengths:	
Continuing Activities:	
Areas for Improvement (if needed):	

DATA REVIEW
Student Progress:
Survey Information:

Principal *(signature)* _____ Evaluator *(signature)* _____

Principal Performance Based Evaluation

Name of Principal _____ School _____ Date_____

Leadership Standards S=Satisfactory NP=No Progress	S/NP	General Comments on Instructional Leadership Practices	Possible Points	Leadership Standards Score	Weighting of points	Points
1. Shared Vision			15		X 1	
2. Learning/ Instruction			15		X 1	
3. Management			10		X 1	
4. Collaboration			10		X 1	
5. Professionalism			15		X .33	
6. Education System			10		X .5	
					Sub total	

Growth Data	Possible Points	Results	Points
AIMS Data	33		
		Sub total	

Survey	Possible Points	Weighting	Results	Points
Standards Assessment Inventory	5	X .8		
TUSD: School Quality Survey	3	X 1		
			Sub total	

Principal Performance Classification:
Component Summary:

Leadership __/60, Student Progress ___/33, Survey __/7

Ineffective	Developing	Effective	Highly Effective
44 points or less	45-56 points	57-75 points	76-100 points

This principal received _____ points and is classified as _____.

Areas of Recognition of Effort/commendation (required for Highly Effective Rating):
Professional Development of Self Improvement:
Deficiencies to Correct (required for Ineffective/Developing rating):

Principal (signature) Date	**Evaluator (signature) Date**

The signature may not constitute agreement; only acknowledgment of the discussion and receipt of the evaluation.__

APPENDIX E

PLAN FOR IMPROVEMENT