APPENDIX VI – 13

TUSD School Leadership Expectations based on the ISLLC Standards

Ongoing collection of evidence for the evaluation process to generate the end of the year evaluation

Director – Evidence Gathering Tool

SCHOOL: PRINCIPAL: DATE:

Culture and Equity Leadership **CEL 1,2,3** Principal Behaviors School Behaviors **CEL 1** Culturally Responsive Strategies **CEL 2** Continuous Improvement and Celebration **CEL3** Promote PLCs for teachers	**CEL 1** *Mission/Vision *Multicultural Resources *Respect-Implementation *Curriculum Nights to Showcase College and Career Paths and Readiness *Social Studies – implementation **CEL 2** *Celebrations for adults and students -diversity appreciation *Site Council *Coaching sessions *PBIS *Discipline System (monthly review, review committee, Interventions etc) *SQS – principal response to Leadership data **CEL 3** *PLCs System *Principal and teacher relationships	**Principal Self Score of Principal Behaviors: (1-4)** CEL 1 _____ CEL 2 _____ CEL 3 _____ **Principal Self Score of School Behaviors: (1 or a 3)** CEL 1 _____ CEL 2 _____ CEL 3 _____ Evidence:
Instructional Leadership **IL 1,2,3** Principal	**IL 1** *Culturally responsive strategies	**Principal Self Score of Principal Behaviors: (1-4)** IL 1 _____ IL 2 _____ IL 3 _____ **Principal Self Score of School Behaviors: (1 or a 3)** IL 1 _____ IL 2 _____ IL 3 _____

Behaviors School Behaviors		Evidence:
IL 1 Data Driven Instruction aligned to TUSD Curriculum **IL 2** Academic/Social Emotional Success-Diversity **IL 3** Culturally Responsive Instruction that maximizes student learning	*Observation, Feedback and Followup Cycle *Collective Commitments *Scope and Sequence *Literacy Plan-implementation and use of Scholastic resources **IL2** *CIP *Danielson-Evaluations *SPED program *MTSS system *MOWR, DIBELS, School City, AZ Merit etc *Achievement Gap-how is principal addressing gap? *Collaboration – PLCs to analyze data for student growth and effectiveness of P.D *Targeted Support or Plans of Improvement for teachers *Identification of teacher leaders **IL 3** *Culturally responsive implementation *Communicates with families in culturally appropriate manner *System for tracking CR implementation (resources)	
Human Resources Leadership **HR 1,2** Principal Behaviors School Behaviors	**HR 1** *Danielson evaluations *Data Binder (School City, DIBELS, Writing prompts etc) *Observation/feedback cycle *P.D plan/calendar **HR 2** *Applitrack	**Principal Self Score of Principal Behaviors: (1-4)** HRL 1 _____ HRL2 _____ **Principal Self Score of School Behaviors: (1 or a 3)** HRL 1 _____ HRL2 _____ Evidence:

HR 1 Performance Management System to ensure continuous improvement, support, accountability **HR 2** Implements system for identifying, recognizing, distributing talent	*Hiring Process *Identification of teacher leaders *Recognition/celebration of teacher leaders (system) *Release time for teachers (log) *Teacher support plans and plans of improvements	
Strategic Leadership **SL 1,2** Principal Behaviors School Behaviors **SL 1** Mission/Vision, Strategic Goals, Equity **SL 2** Distributed leadership for empowered school culture	**SL 1** *CIP used and discussed regularly (PD alignment) *School Council – shared decision making for Mission, Vision, Collective Commitments and Goal setting (how is this tracked?) *Achievement Gap focus (CIP, MTSS etc) *Attendance rate -Discipline rate (principal reviews and responds in shared decision making setting) **SL2** *Principal develops leadership capacity at school *Facilitates the change process *Engages community in Systems Thinking	**Principal Self Score of Principal Behaviors: (1-4)** SL 1 _____ SL2 _____ **Principal Self Score of School Behaviors: (1 or a 3)** SL 1 _____ SL2 _____ Evidence:
Organizational Leadership **OL 1** Principal	**OL 1** *Use of resource positions *Use of budget	**Principal Self Score of Principal Behaviors: (1-4)** OL 1 _____ OL 2 _____ **Principal Self Score of School Behaviors: (1 or a 3)** OL 1 _____ OL 2 _____

Behaviors School Behaviors **OL 1** Aligns resources, people, time to drive student achievement	*Timely spending of budget and ensures alignment of expenditures to CIP *Scheduling to foster teacher collaboration during the school day *Shared Decision Making is transparent *School Environment-facilities are clean, organized and maintained at high quality levels *Crisis plans- clear and well communicated	Evidence:
Community Leadership **CL 1** Principal Behaviors School Behaviors **CL 1** Advocate – family engagement and community engagement/participation	**CL 1** *Welcoming school environment *Principal is highly visible *Public relations to promote school and communicate successes *Community partnerships – business, non-profits, faith based to promote student achievement *Regular data communication to parents *Recruit and retain students *Home-School partnership and communication	**Principal Self Score of Principal Behaviors: (1-4)** CL 1 _____ CL 2 _____ **Principal Self Score of School Behaviors: (1 or a 3)** CL 1 _____ CL 2 _____ Evidence:

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Classroom Level Student Academic Progress Comments (DIBELS, writing prompts, math, literacy plan, School City etc)

CIP – data and other items from CIP to focus on

Areas of Strength:

Areas of Deficits:

Improvement Suggestions and Followup

Visitation Log

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