APPENDIX IV - 31

TUSD

Beginning of Year: Principal Reflection

School:

Date:

School Leadership Domains

Check all that apply and enter evidence in the comments box

Culture and Equity Leadership:

☐ CEL 1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies

☐ CEL 2: Leads for continuous improvement and celebration

☐ CEL 3: Leads to promote professional learning communities for teachers

Comments:

Instructional Leadership

☐ IL 1: Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft

☐ IL 2: Leads for the academic and social-emotional success of a diverse student population

☐ IL 3: Leads for culturally responsive instruction that maximizes student learning

Comments:

Human Resources Leadership

☐ HRL 1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability

☐ HRL 2: Implements a strong system for identifying, recognizing and distributing talent

Comments:

Strategic Leadership

☐ SL 1: Leads the school's vision, mission, and strategic goals to support a child centered vision of equity and quality schooling to support college and career readiness for all students

☐ SL 2: Distributes leadership to inspire change in support of an empowered school culture

Comments:

Organizational Leadership

☐ OL 1: Strategically aligns resources: people, time, and money, to drive student achievement

Comments:

Community Leadership

☐ CL 1: Actively advocates for members of the school community and effectively engages family and community

Comments:

Classroom Level Student Academic Progress Comments:

Survey Data Comments:

Areas of Strengths:

Continuing Activities:

Areas for Improvement (if needed):

TUSD

Mid-Year: Principal Review

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)

Leadership Practices

Check all Leadership Practices that apply

☐ Culture and Equity Leadership
☐ Instructional Leadership
☐ Hunan Resources Leadership
☐ Strategic Leadership
☐ Organizational Leadership
☐ Community Leadership

Comments:

Areas of Strength:

Continuing Activities:

Areas for Improvement (if needed):

Data Review

Student Progress:

Survey Information:

TUSD

Principal Behaviors Evaluation and Scoring

Domain School Leadership

Tucson Areas of Leadership: Principal Behaviors - CEL-1: 🔼

Component	Unsatisfactory	Basic	Proficient	Distinguished
CEL-1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)	**Critical Attributes:** 1. Does not exude an attitude of optimism or express his/her belief that all students can and will learn at high levels. 2. Is generally unaware of differences among diverse* student populations. 3. Does not clearly understand the equity gaps that exist in the school, and therefore does not bring attention to these inequities, nor works to address them as a school community. 4. Does not attempt to create a college- bound culture, and leaves college as an option to chance for students whose families may have this expectation for them. 5. Does not always act on discriminatory behavior or does not respond appropriately.	**Critical Attributes:** 1. Generally expresses an attitude of optimism and belief that all students can achieve at high levels, but may fail to hold others accountable to the belief that all students can and will learn at high levels. 2. Is aware of differences among diverse* student populations in the school, but does not draw attention to these gaps as issues that need immediate attention. 3. Creates sense of college-bound culture for certain groups of students (e.g., students taking AP courses, students who are grade-level readers), but this college-bound culture does not apply to all groups of students in the school. 4. Has zero tolerance for discriminatory behavior.	**Critical Attributes:** 1. Publically discusses the value of education communicating the belief that all students can and will achieve at high levels and draws attention to all equity gaps that exist for diverse* student populations. 2. Holds staff accountable to these same attitudes and beliefs. 3. Makes innovative and courageous plans to address the elimination of all gaps. 4. Creates a college and career-going culture for all students in the school, consistently engaging all groups of students and their families in conversations related to this subject. 5. Seeks input from staff and students to guarantee a school and work environment that values and appreciates diversity.* 6. Ensures that the learning environment is free from discriminatory behavior and practices.	In addition to Effective: **Critical Attributes:** 1. Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students. 2. Ensures the presence of structures for equity. 3. Ensures that the student voice and student action drive equity efforts.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - CEL-1: N/A 🔼

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - CEL-1: Critical Attributes

☐ Unsatisfactory - Does not exude an attitude of optimism or express his/her belief that all students can and will learn at high levels.

☐ Unsatisfactory - Is generally unaware of differences among diverse* student populations.

☐ Unsatisfactory - Does not clearly understand the equity gaps that exist in the school, and therefore does not bring attention to these inequities, nor works to address them as a school community.

☐ Unsatisfactory - Does not attempt to create a college- bound culture, and leaves college as an option to chance for students whose families may have this expectation for them.

☐ Unsatisfactory - Does not always act on discriminatory behavior or does not respond appropriately.

☐ Basic - Generally expresses an attitude of optimism and belief that all students can achieve at high levels, but may fail to hold others accountable to the belief that all students can and will learn at high levels.

☐ Basic - Is aware of differences among diverse* student populations in the school, but does not draw attention to these gaps as issues that need immediate attention.

☐ Basic - Creates sense of college-bound culture for certain groups of students (e.g., students taking AP courses, students who are grade-level readers), but this college-bound culture does not apply to all groups of students in the school.

☐ Basic - Has zero tolerance for discriminatory behavior.

☐ Proficient - Publically discusses the value of education communicating the belief that all students can and will achieve at high levels and draws attention to all equity gaps that exist for diverse* student populations.

☐ Proficient - Holds staff accountable to these same attitudes and beliefs.

☐ Proficient - Makes innovative and courageous plans to address the elimination of all gaps.

☐ Proficient - Creates a college and career-going culture for all students in the school, consistently engaging all groups of students and their families in conversations related to this subject.

☐ Proficient - Seeks input from staff and students to guarantee a school and work environment that values and appreciates diversity.*

☐ Proficient - Ensures that the learning environment is free from discriminatory behavior and practices.

☐ Distinguished - Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students.

☐ Distinguished - Ensures the presence of structures for equity.

☐ Distinguished - Ensures that the student voice and student action drive equity efforts.

Tucson Areas of Leadership: Principal Behaviors - CEL-2: 🔼

Component	Unsatisfactory	Basic	Proficient	Distinguished
CEL-2: Leads for continuous improvement and celebration (10 & 11)	**Critical Attributes:** 1. Communications or behaviors sometimes represent a negative	**Critical Attributes:** 1. Represents the shared values of the district through	**Critical Attributes:** 1. Monitors school climate to ensure that all interests and	In addition to Effective: **Critical Attributes:**

or unprofessional stance. 2. Does not demonstrate an awareness of personal strengths and areas for professional growth. 3. Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. 4. Does not provide celebrations to mark success and achievement. 5. Rarely or never identifies targeted growth areas for staff. 6. Celebrations are inconsistent and limited.	interactions with certain stakeholders. 2. Sometimes models him/herself as a learner by admitting to mistakes, acknowledging personal areas of strength and personal areas for growth, or does so only with certain groups of teachers/staff. 3. Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. 4. Implements behavioral management systems that represent responsiveness to student culture. 5. Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule.	opinions are heard and respected. 2. Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. 3. Consistently models personal reflection creates a safe environment where teachers and him/herself reflect on their mistakes, learn from experience, and grow professionally. 4. Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. 5. Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. 6. Ensures intentional and regular celebrations to mark success and school achievements and is aware of, speaks openly about, and celebrates differences and diversity* among students, families, staff, and the community.	1. Creates structures for teacher leaders to be highlighted as lead learners, allowing them time to publically reflect on their strengths, growth areas, and journey as they relate to values based leadership and professional learning 2. Overtly acts upon the communities perception of the principals strengths and areas for growth as they relate to values-based leadership and professional learning. 3. Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. 4. Maintains a systematic perspective and promotes coherence across all dimensions of the school or district. 5. Assesses, analyzes, and anticipates emerging trends to shape school or district decision-making.
		Enter Notes and Evidence	

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - CEL-2: N/A

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - CEL-2: Critical Attributes

☐ Unsatisfactory - Communications or behaviors sometimes represent a negative or unprofessional stance.

☐ Unsatisfactory - Does not demonstrate an awareness of personal strengths and areas for professional growth.

☐ Unsatisfactory - Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment.

☐ Unsatisfactory - Does not provide celebrations to mark success and achievement.

☐ Unsatisfactory - Rarely or never identifies targeted growth areas for staff.

☐ Unsatisfactory - Celebrations are inconsistent and limited.

☐ Basic - Represents the shared values of the district through interactions with certain stakeholders.

☐ Basic - Sometimes models him/herself as a learner by admitting to mistakes, acknowledging personal areas of strength and personal areas for growth, or does so only with certain groups of teachers/staff.

☐ Basic - Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers.

☐ Basic - Implements behavioral management systems that represent responsiveness to student culture.

☐ Basic - Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule.

☐ Proficient - Monitors school climate to ensure that all interests and opinions are heard and respected.

☐ Proficient - Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority.

☐ Proficient - Consistently models personal reflection creates a safe environment where teachers and him/herself reflect on their mistakes, learn from experience, and grow professionally.

☐ Proficient - Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive.

☐ Proficient - Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students.

☐ Proficient - Ensures intentional and regular celebrations to mark success and school achievements and is aware of, speaks openly about, and celebrates differences and diversity* among students, families, staff, and the community.

☐ Distinguished - Creates structures for teacher leaders to be highlighted as lead learners, allowing them time to publically reflect on their strengths, growth areas, and journey as they relate to values based leadership and professional learning

☐ Distinguished - Overtly acts upon the communities perception of the principals strengths and areas for growth as they relate to values-based leadership and professional learning.

☐ Distinguished - Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations.

☐ Distinguished - Maintains a systematic perspective and promotes coherence across all dimensions of the school or district.

☐ Distinguished - Assesses, analyzes, and anticipates emerging trends to shape school or district decision-making.

Tucson Areas of Leadership: Principal Behaviors - CEL-3:

Component	Unsatisfactory	Basic	Proficient	Distinguished
CEL-3: Leads to promote professional learning communities for teachers(6)	**Critical Attributes:** 1. Inconsistently represents behaviors that are representative of the shared values. 2. Expectations for teacher collaboration are not clear. 3. Rarely encourages sharing of	**Critical Attributes:** 1. Inconsistently supports the instructional decisions made by Teachers. 2. May create structures for teacher collaboration, but does not set expectations for the intentionality for those	**Critical Attributes:** 1. Empowers teachers to make instructional decisions that are responsive to the needs of students. 2. Creates systems, processes, and expectations for teachers to collaborate as a team with	In addition to Effective: **Critical Attributes:** 1. Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders.

best practice and instructional ideas.	collaborative sessions or their connections to school-wide commitments. 3. Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms.	intentionality and connections to school-wide commitments. set aside for collaborative professional learning and development by teachers.	2. Sets up processes and systems for cycles of action research and systemic learning, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - CEL-3: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - CEL-3: Critical Attributes

☐ Unsatisfactory - Inconsistently represents behaviors that are representative of the shared values.

☐ Unsatisfactory - Expectations for teacher collaboration are not clear.

☐ Unsatisfactory - Rarely encourages sharing of best practice and instructional ideas.

☐ Basic - Inconsistently supports the instructional decisions made by Teachers.

☐ Basic - May create structures for teacher collaboration, but does not set expectations for the intentionality for those collaborative sessions or their connections to school-wide commitments.

☐ Basic - Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms.

☐ Proficient - Empowers teachers to make instructional decisions that are responsive to the needs of students.

☐ Proficient - Creates systems, processes, and expectations for teachers to collaborate as a team with intentionality and connections to school-wide commitments.

☐ Proficient - Ensures that sufficient time is set aside for collaborative professional learning and development by teachers.

☐ Distinguished - Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders.

☐ Distinguished - Sets up processes and systems for cycles of action research and systemic learning, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.

Tucson Areas of Leadership: Principal Behaviors - IL-1:

Component	Unsatisfactory	Basic	Proficient	Distinguished
IL-1: Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft (4)	**Critical Attributes:** 1. Provides little feedback to teachers, or if feedback is given it is of the nature that is only positive or unclear in terms of next steps and growth areas. 2. Rarely participates in reflective data-driven conversations with teachers to review student-level data. 3. Does not ensure that a focus on the TUSD Curriculum is embedded into site-based Professional Development. 4. Does not set expectation for teachers to use data on a regular basis, and may fail to help teachers be aware of or use district and state data. 5. Is not well versed in accessing and using district online data resources (principal/teacher portals) and likewise, has low expectations for teachers in this regard.	**Critical Attributes:** 1. Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. 2. May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps. 3. May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers. 4. May understand student-level data for the school, but may not set, communicate, and garnish support for rigorous, timely targets for student progress toward standards and college/career readiness. 5. Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CTE). 6. Use of technology in classrooms may be intermittent and not consistent across classrooms. 7. District online data resources (principal/teacher portals) are occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.	**Critical Attributes:** 1. Engages staff as an instructional leader who understands the curricula, pedagogical and culturally responsive pedagogical best practices that should be present in the classroom that support all students. 2. Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced. 3. Provides regular, actionable, and meaningful feedback to teachers. 4. Expects action on feedback regarding classroom instruction. 5. Holds teachers accountable for trying new instructional strategies based on feedback. 6. Uses current research matched to multiple sources of data to understand trends in student needs, set rigorous student achievement targets, and celebrate success. 7. Ensures that teachers understand and deliver instruction that leads to student success with a culturally and linguistically diverse group of students. 8. Sets expectations and provides support for all teachers to be competent users of formative, interim, and summative data in order to make sound instructional decisions. 9. Provides training and protocols for the implementation of data-driven conversations by teacher teams. 10. Regularly participates in data-driven conversations with individual and groups of teachers to review data and discuss instructional implications. 11. Ensures the incorporation of student-based technologies and	In addition to Effective: **Critical Attributes:** 1. Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. 2. Ensures that teachers independently engage in data-driven conversations that include using district online data sources and teacher developed formative assessments.

interactive learning experiences in instructionally impactful ways which is regularly accessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction.

<div align="center">Enter Notes and Evidence</div>

<div align="center">**Rubric Score: 0/0**</div>

Tucson Areas of Leadership: Principal Behaviors - IL-1: N/A ▲

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - IL-1: Critical Attributes

☐ Unsatisfactory - Provides little feedback to teachers, or if feedback is given it is of the nature that is only positive or unclear in terms of next steps and growth areas.

☐ Unsatisfactory - Rarely participates in reflective data-driven conversations with teachers to review student-level data.

☐ Unsatisfactory - Does not ensure that a focus on the TUSD Curriculum is embedded into site-based Professional Development.

☐ Unsatisfactory - Does not set expectation for teachers to use data on a regular basis, and may fail to help teachers be aware of or use district and state data.

☐ Unsatisfactory - Is not well versed in accessing and using district online data resources (principal/teacher portals) and likewise, has low expectations for teachers in this regard.

☐ Basic - Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps.

☐ Basic - May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps.

☐ Basic - May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers.

☐ Basic - May understand student-level data for the school, but may not set, communicate, and garnish support for rigorous, timely targets for student progress toward standards and college/career readiness.

☐ Basic - Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CTE).

☐ Basic - Use of technology in classrooms may be intermittent and not consistent across classrooms.

☐ Basic - District online data resources (principal/teacher portals) are occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.

☐ Proficient - Engages staff as an instructional leader who understands the curricula, pedagogical and culturally responsive pedagogical best practices that should be present in the classroom that support all students.

☐ Proficient - Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced.

☐ Proficient - Provides regular, actionable, and meaningful feedback to teachers.

☐ Proficient - Expects action on feedback regarding classroom instruction.

☐ Proficient - Holds teachers accountable for trying new instructional strategies based on feedback.

☐ Proficient - Uses current research matched to multiple sources of data to understand trends in student needs, set rigorous student achievement targets, and celebrate success.

☐ Proficient - Ensures that teachers understand and deliver instruction that leads to student success with a culturally and linguistically diverse group of students.

☐ Proficient - Sets expectations and provides support for all teachers to be competent users of formative, interim, and summative data in order to make sound instructional decisions.

☐ Proficient - Provides training and protocols for the implementation of data-driven conversations by teacher teams.

☐ Proficient - Regularly participates in data-driven conversations with individual and groups of teachers to review data and discuss instructional implications.

☐ Proficient - Ensures the incorporation of student-based technologies and interactive learning experiences in instructionally impactful ways which is regularly accessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction.

☐ Distinguished - Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district.

☐ Distinguished - Ensures that teachers independently engage in data-driven conversations that include using district online data sources and teacher developed formative assessments.

Tucson Areas of Leadership: Principal Behaviors - IL-2: ▲

Component	Unsatisfactory	Basic	Proficient	Distinguished
IL-2: Leads for the academic and social-emotional success of a diverse student population (8)	**Critical Attributes:** 1. Allows decisions that lead to underlying assumption that students with different academic and physical needs may not be as valued as other groups of students (e.g., placement of special education classrooms within the building). 2. Educational access for diverse* student populations is not evident for various groups of students, and there may be exacerbated situations where groups of students have been marginalized and blocked from access to educational opportunities. 3. Does not provide support for broad cross-section of teachers to have access to student level	**Critical Attributes:** 1. Values students with different academic and physical needs, but may not share this value broadly with the school community. 2. Educational access for diverse* student populations may exist for some student groups, but not for others. 3. Ensures that data for diverse* student populations is available to most teachers, but some teachers may not have access and struggle to understand student need and progress. 4. Puts some systems in place for the identification of, assessment of, and program placement for diverse* student populations, but these systems	**Critical Attributes:** 1. Demonstrates and communicates a strong value for students with different academic and physical needs. 2. Shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning). 3. Is committed to, understands, and ensures educational access to developmental learning opportunities for diverse* student populations. 4. Applies identified best practices to ensure the identification of, assessment of,	In addition to Effective: **Critical Attributes:** 1. Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders. 2. Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.

data.
4. Systems are not in place for identification, assessment, and program placement for diverse* student populations.
5. Resources for diverse* student populations are missing and/or not utilized by teachers; resources may be outdated and not aligned to the population of the school.
6. Mismanages budgetary resources that are aligned to diverse* student populations.

may not align with best practice, and/or they may be in place for some student populations and not others.
5. Requires professional development and complies with legal and policy requirements related to service provision for diverse* student populations.
6. Some resources for diverse* student populations may be missing from the school, and/or they may be present in the school but not utilized by teachers for the benefit of the students.
7. May be unaware of the budgetary resources that are aligned to diverse* student populations and may miss opportunities to align these resources to student need.

and program placement for all student populations.
5. Requires professional development and empowers staff to ensure that compliance with legal and policy requirements is a shared responsibility.
6. Ensures that data for diverse* student populations is available to all teachers; disaggregated; tracked; embedded into data analysis processes; and that next steps are clearly defined and taken based on this analysis.
7. Empowers teachers to make decisions in the best interest of diverse student populations.
8. Provides resources for the instruction of diverse*student groups and ensures they are used regularly by teachers.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - IL-2: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - IL-2: Critical Attributes

☐ Unsatisfactory - Allows decisions that lead to underlying assumption that students with different academic and physical needs may not be as valued as other groups of students (e.g., placement of special education classrooms within the building).

☐ Unsatisfactory - Educational access for diverse* student populations is not evident for various groups of students, and there may be exacerbated situations where groups of students have been marginalized and blocked from access to educational opportunities.

☐ Unsatisfactory - Does not provide support for broad cross-section of teachers to have access to student level data.

☐ Unsatisfactory - Systems are not in place for identification, assessment, and program placement for diverse* student populations.

☐ Unsatisfactory - Resources for diverse* student populations are missing and/or not utilized by teachers; resources may be outdated and not aligned to the population of the school.

☐ Unsatisfactory - Mismanages budgetary resources that are aligned to diverse* student populations.

☐ Basic - Values students with different academic and physical needs, but may not share this value broadly with the school community.

☐ Basic - Educational access for diverse* student populations may exist for some student groups, but not for others.

☐ Basic - Ensures that data for diverse* student populations is available to most teachers, but some teachers may not have access and struggle to understand student need and progress.

☐ Basic - Puts some systems in place for the identification of, assessment of, and program placement for diverse* student populations, but these systems may not align with best practice, and/or they may be in place for some student populations and not others.

☐ Basic - Requires professional development and complies with legal and policy requirements related to service provision for diverse* student populations.

☐ Basic - Some resources for diverse* student populations may be missing from the school, and/or they may be present in the school but not utilized by teachers for the benefit of the students.

☐ Basic - May be unaware of the budgetary resources that are aligned to diverse* student populations and may miss opportunities to align these resources to student need.

☐ Proficient - Demonstrates and communicates a strong value for students with different academic and physical needs.

☐ Proficient - Shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning).

☐ Proficient - Is committed to, understands, and ensures educational access to developmental learning opportunities for diverse* student populations.

☐ Proficient - Applies identified best practices to ensure the identification of, assessment of, and program placement for all student populations.

☐ Proficient - Requires professional development and empowers staff to ensure that compliance with legal and policy requirements is a shared responsibility.

☐ Proficient - Ensures that data for diverse* student populations is available to all teachers; disaggregated; tracked; embedded into data analysis processes; and that next steps are clearly defined and taken based on this analysis.

☐ Proficient - Empowers teachers to make decisions in the best interest of diverse student populations.

☐ Proficient - Provides resources for the instruction of diverse*student groups and ensures they are used regularly by teachers.

☐ Distinguished - Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders.

☐ Distinguished - Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.

Tucson Areas of Leadership: Principal Behaviors - IL-3:

Component	Unsatisfactory	Basic	Proficient	Distinguished
IL-3: Leads for culturally responsive instruction that maximizes student learning (3)	Critical Attributes: 1. Lacks knowledge about and support for teachers in the implementation of culturally responsive pedagogy and instruction. 2. Does not target feedback to teachers to culturally responsive instruction, and/or does not make efforts to increase instructional knowledge for culturally diverse students.	Critical Attributes: 1. Is knowledgeable about and supports teachers in the implementation of culturally responsive pedagogy and instruction, but this may not cross all content areas. 2. Gaps in instructional knowledge of needs of culturally diverse group of students may not allow for targeted feedback to teachers to support culturally	Critical Attributes: 1. Is knowledgeable about and supports teachers to ensure implementation of culturally responsive strategies across all content areas and assessments. 2. Instructional knowledge of needs of culturally diverse group of students allows for targeted feedback to teachers to support learning for all. 3. Ensures research-based	In addition to Effective: Critical Attributes: 1. Has developed systems of best practice and distributed leadership that accurately and efficiently identify, assess and provide instruction aligned to culturally responsive pedagogy and instruction. 2. Has developed systems of best practice and distributed

3. Inconsistently works to ensure that research- based resources are available that support culturally diverse students. 4. Lacks understanding of and expectations for culturally responsive instructional strategies. 5. Does not demonstrate a commitment to, understand, and/or ensure educational access for learning opportunities for all learners (e.g., honors, AP, Gifted and Talented, college readiness). 6. Inconsistently supports parents by providing culturally sensitive information and communication.	responsive instruction. May make efforts to increase culturally responsive instructional knowledge for all students. 3. Ensures research-based resources are available that support culturally students but may not support accountability for implementation. 4. Holds inconsistent expectations for teachers to implement culturally responsive strategies. 5. Supports parents by providing culturally sensitive information and communication in a familys native language. 6. Ensures access to effective curriculum and resources that support English language learners in their development of English proficiency, but may allow for inconsistent utilization of these resources.	resources that support diverse students are available and utilized. 4. Is committed to communicate with family and community is a culturally sensitive manner.	leadership for parents to take leadership roles in the school community and play advocacy role for their students. 3. Teachers take ownership of effective pedagogy (culturally responsive) to close the achievement gap and treats students as individuals.

<div align="right">Enter Notes and Evidence</div>

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - IL-3: N/A

Component	Insufficient Evidence
N/A	

<div align="right">Enter Notes and Evidence</div>

Tucson Areas of Leadership: Principal Behaviors - IL-3: Critical Attributes

☐ Unsatisfactory - Lacks knowledge about and support for teachers in the implementation of culturally responsive pedagogy and instruction.

☐ Unsatisfactory - Does not target feedback to teachers to culturally responsive instruction, and/or does not make efforts to increase instructional knowledge for culturally diverse students.

☐ Unsatisfactory - Inconsistently works to ensure that research- based resources are available that support culturally diverse students.

☐ Unsatisfactory - Lacks understanding of and expectations for culturally responsive instructional strategies.

☐ Unsatisfactory - Does not demonstrate a commitment to, understand, and/or ensure educational access for learning opportunities for all learners (e.g., honors, AP, Gifted and Talented, college readiness).

☐ Unsatisfactory - Inconsistently supports parents by providing culturally sensitive information and communication.

☐ Basic - Is knowledgeable about and supports teachers in the implementation of culturally responsive pedagogy and instruction, but this may not cross all content areas.

☐ Basic - Gaps in instructional knowledge of needs of culturally diverse group of students may not allow for targeted feedback to teachers to support culturally responsive instruction. May make efforts to increase culturally responsive instructional knowledge for all students.

☐ Basic - Ensures research-based resources are available that support culturally students but may not support accountability for implementation.

☐ Basic - Holds inconsistent expectations for teachers to implement culturally responsive strategies.

☐ Basic - Supports parents by providing culturally sensitive information and communication in a familys native language.

☐ Basic - Ensures access to effective curriculum and resources that support English language learners in their development of English proficiency, but may allow for inconsistent utilization of these resources.

☐ Proficient - Is knowledgeable about and supports teachers to ensure implementation of culturally responsive strategies across all content areas and assessments.

☐ Proficient - Instructional knowledge of needs of culturally diverse group of students allows for targeted feedback to teachers to support learning for all.

☐ Proficient - Ensures research-based resources that support diverse students are available and utilized.

☐ Proficient - Is committed to communicate with family and community is a culturally sensitive manner.

☐ Distinguished - Has developed systems of best practice and distributed leadership that accurately and efficiently identify, assess and provide instruction aligned to culturally responsive pedagogy and instruction.

☐ Distinguished - Has developed systems of best practice and distributed leadership for parents to take leadership roles in the school community and play advocacy role for their students.

☐ Distinguished - Teachers take ownership of effective pedagogy (culturally responsive) to close the achievement gap and treats students as individuals.

Tucson Areas of Leadership: Principal Behaviors - HRL-1:

Component	Unsatisfactory	Basic	Proficient	Distinguished
HRL-1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)	**Critical Attributes:** 1. Inconsistently provides feedback conversations or, when doing so, puts teachers off such that they have a difficult time hearing feedback. 2. Feedback conversations do not result in the teacher's ability to articulate strengths and areas of growth. 3. Rarely identifies teacher leaders. 4. Rarely provides supports necessary for teachers to grow in their practice. 5. Rarely deals with poor performance unless it becomes obvious to others that a	**Critical Attributes:** 1. Reviews data sets that relate to teacher performance but inconsistently applies data to performance conversations. 2. Provides teachers with feedback, support, and modeling based on their needs and areas of growth throughout the school year, but may overly provide this support to low performers and not recognize that high-performing teachers need reflection and support as well. 3. Facilitates reflective feedback conversations, but may do so in the same manner for all levels of performance and expertise,	**Critical Attributes:** 1. Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, achievements gaps, especially of African American and Latino students, to assess performance in order to identify supports and make effective performance management decisions. 2. Communicates high expectations for staff through strong performance conversations connected to identified needs at the school and classroom levels.	In addition to Effective: **Critical Attributes:** 1. Navigates change in the midst of ambiguity and competing demands and interests. 2. Creates systems for teachers to provide feedback to one another and to discuss their strengths and areas of growth with one another, not just the principal. 3. Ensures the professional development system is structured to provide a highly differentiated set of learning opportunities that are refined over time in response to data

response is required.	not allowing for differentiation (e.g., range of direct feedback to feedback through coaching). 4. Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations. 5. Provides a professional development plan that is based on data but does not demonstrate a high level of differentiation.	3. Uses data developed through the observation and evaluation system to consistently identify the performance level of teachers. 4. Ensures that all teachers receive high-quality and actionable feedback, support, and modeling based on their needs and areas of growth throughout the school year. 5. Facilitates performance-focused conversations in a differentiated manner so that all teachers are supported in articulating their strengths and discovering their areas for growth. 6. Implements school-wide and teacher-level professional development plans that are informed both by student level data and by data collected though the observation and evaluation process. 7. Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. 8. Directly and immediately responds to poor performance by staff members in a timely and systematic manner.	and teacher feedback.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - HRL-1: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - HRL-1: Critical Attributes

☐ Unsatisfactory - Inconsistently provides feedback conversations or, when doing so, puts teachers off such that they have a difficult time hearing feedback.

☐ Unsatisfactory - Feedback conversations do not result in the teacher's ability to articulate strengths and areas of growth.

☐ Unsatisfactory - Rarely identifies teacher leaders.

☐ Unsatisfactory - Rarely provides supports necessary for teachers to grow in their practice.

☐ Unsatisfactory - Rarely deals with poor performance unless it becomes obvious to others that a response is required.

☐ Basic - Reviews data sets that relate to teacher performance but inconsistently applies data to performance conversations.

☐ Basic - Provides teachers with feedback, support, and modeling based on their needs and areas of growth throughout the school year, but may overly provide this support to low performers and not recognize that high-performing teachers need reflection and support as well.

☐ Basic - Facilitates reflective feedback conversations, but may do so in the same manner for all levels of performance and expertise, not allowing for differentiation (e.g., range of direct feedback to feedback through coaching).

☐ Basic - Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations.

☐ Basic - Provides a professional development plan that is based on data but does not demonstrate a high level of differentiation.

☐ Proficient - Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, achievements gaps, especially of African American and Latino students, to assess performance in order to identify supports and make effective performance management decisions.

☐ Proficient - Communicates high expectations for staff through strong performance conversations connected to identified needs at the school and classroom levels.

☐ Proficient - Uses data developed through the observation and evaluation system to consistently identify the performance level of teachers.

☐ Proficient - Ensures that all teachers receive high-quality and actionable feedback, support, and modeling based on their needs and areas of growth throughout the school year.

☐ Proficient - Facilitates performance-focused conversations in a differentiated manner so that all teachers are supported in articulating their strengths and discovering their areas for growth.

☐ Proficient - Implements school-wide and teacher-level professional development plans that are informed both by student level data and by data collected though the observation and evaluation process.

☐ Proficient - Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan.

☐ Proficient - Directly and immediately responds to poor performance by staff members in a timely and systematic manner.

☐ Distinguished - Navigates change in the midst of ambiguity and competing demands and interests.

☐ Distinguished - Creates systems for teachers to provide feedback to one another and to discuss their strengths and areas of growth with one another, not just the principal.

☐ Distinguished - Ensures the professional development system is structured to provide a highly differentiated set of learning opportunities that are refined over time in response to data and teacher feedback.

Tucson Areas of Leadership: Principal Behaviors - HRL-2:

Component	Unsatisfactory	Basic	Proficient	Distinguished
HRL-2: Implements a strong system for identifying, recognizing and distributing talent (4)	Critical Attributes: 1. Inconsistently implements processes and systems for recruiting and hiring high-quality staff matched to the needs of the school. 2. Inconsistently performs	Critical Attributes: 1. Performs recruiting and hiring functions, but has no established plan for ensuring that high-quality hiring matches meet the needs and diversity* of the students and the school as	Critical Attributes: 1. Anticipates open positions and actively recruits and hires a high quality, diverse* staff matched to the needs of the school and the Continuous Improvement Plan.	In addition to Effective: Critical Attributes: 1. Implements the use of innovative performance and competency-based selection processes.

recruiting and hiring actions in a timely fashion.
3. Is not able to speak specifically about the strengths and growth areas for each staff member.
4. Fails to build capacity through identification of teacher leaders.

appropriately as possible.
2. May consider budget and staffing scenarios that match teacher strengths to available positions, but does not consistently collaborate with staff or School Leadership Team to ensure the right fit for all staff members.
3. Identifies teacher leaders but may fail to be strategic in this process and/or may not provide clear expectations and definition for the teacher leader roles within the school.
4. Inconsistently deals with poor performance and, while dealing with poor performance, may allow it to linger too long.

2. Ensures a hiring process that includes observation of classroom practice.
3. Ensure that staff members contribute to the hiring of high-quality candidates.
4. Creates strong teams that include individuals with a variety of skills, backgrounds, and experiences.
5. Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building.
6. Puts systems in place that acknowledge and recognize effective individuals for strong performance and professional growth, and strategically places them into positions based on his/her knowledge of teachers strengths and areas for growth, considering student needs.
7. Regularly identifies teacher leaders from different cultural backgrounds.

2. Creates systems of support and development for all staff members acknowledging that support for high performance is as important as that for low performance.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - HRL-2: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - HRL-2: Critical Attributes

☐ Unsatisfactory - Inconsistently implements processes and systems for recruiting and hiring high-quality staff matched to the needs of the school.

☐ Unsatisfactory - Inconsistently performs recruiting and hiring actions in a timely fashion.

☐ Unsatisfactory - Is not able to speak specifically about the strengths and growth areas for each staff member.

☐ Unsatisfactory - Fails to build capacity through identification of teacher leaders.

☐ Basic - Performs recruiting and hiring functions, but has no established plan for ensuring that high- quality hiring matches meet the needs and diversity* of the students and the school as appropriately as possible.

☐ Basic - May consider budget and staffing scenarios that match teacher strengths to available positions, but does not consistently collaborate with staff or School Leadership Team to ensure the right fit for all staff members.

☐ Basic - Identifies teacher leaders but may fail to be strategic in this process and/or may not provide clear expectations and definition for the teacher leader roles within the school.

☐ Basic - Inconsistently deals with poor performance and, while dealing with poor performance, may allow it to linger too long.

☐ Proficient - Anticipates open positions and actively recruits and hires a high quality, diverse* staff matched to the needs of the school and the Continuous Improvement Plan.

☐ Proficient - Ensures a hiring process that includes observation of classroom practice.

☐ Proficient - Ensure that staff members contribute to the hiring of high-quality candidates.

☐ Proficient - Creates strong teams that include individuals with a variety of skills, backgrounds, and experiences.

☐ Proficient - Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building.

☐ Proficient - Puts systems in place that acknowledge and recognize effective individuals for strong performance and professional growth, and strategically places them into positions based on his/her knowledge of teachers strengths and areas for growth, considering student needs.

☐ Proficient - Regularly identifies teacher leaders from different cultural backgrounds.

☐ Distinguished - Implements the use of innovative performance and competency-based selection processes.

☐ Distinguished - Creates systems of support and development for all staff members acknowledging that support for high performance is as important as that for low performance.

Tucson Areas of Leadership: Principal Behaviors - SL-1:

Component	Unsatisfactory	Basic	Proficient	Distinguished
SL-1: Leads the schools vision, mission, and strategic goals to support a child centered vision of equity and quality schooling to support college and career readiness for all students (1)	Critical Attributes: 1. Inconsistently uses data to develop vision and mission of what the school hopes to accomplish with students over time, or fails to use data to inform conversations and decisions. 2. Develops his/her own vision for preparing children to enter the changing world in the 21st century, and may not understand the connection between the CIP and the vision, values, and goals of the school. 3. Rarely articulates shared values and goals. 4. Understands the statutory requirements of the CIP but may develop a plan in isolation or with little stakeholder involvement.	Critical Attributes: 1. May use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time. 2. Supports development of strategic Continuous Improvement Plan that outlines data, root cause analysis, goals, milestones against the goals, and clearly aligned action plan, but may develop a plan with the support of a limited body of stakeholders. 3. Engages stakeholder input into the development of the CIP, but does not overtly support implementation of the CIP. 4. Occasionally creates milestone goals aligned to vision and mission of the school, but	Critical Attributes: 1. Collaboratively develops a motivating, shared vision and mission that is grounded in the values, vision, and mission of the school district and represents urgency to engage in the work of the school. 2. Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups are represented). 3. Engages broad stakeholder input into the development and implementation of the Continuous Improvement Plan (CIP). 4. Ensures that the school's CIP is the driving force behind initiatives that help students acquire 21st century skills	In addition to Effective: Critical Attributes: 1. Ensures that the school's values, vision, mission, and goals drive decision-making. 2. Ensures that problem-solving and strategic planning is fully inclusive of the diversity of stakeholders in the school and community. 3. Creates and promote a culture of collective direction, shared engagement, shared responsibility, and mutual accountability with staff, parents, and community members for the achievement of goals.

	might not be transparent about these milestone goals with stakeholders. 5. Articulates shared values and goals and occasionally aligns actions with stated values and goals. 6. Uses attendance and disciplinary data to identify goals.	represents data analysis, root cause analysis, goals, and milestones aligned to a plan of action. 5. Ensures that the professional development plan is aligned with shared values, vision, mission and the CIP. 6. Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - SL-1: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - SL-1: Critical Attributes

☐ Unsatisfactory - Inconsistently uses data to develop vision and mission of what the school hopes to accomplish with students over time, or fails to use data to inform conversations and decisions.

☐ Unsatisfactory - Develops his/her own vision for preparing children to enter the changing world in the 21st century, and may not understand the connection between the CIP and the vision, values, and goals of the school.

☐ Unsatisfactory - Rarely articulates shared values and goals.

☐ Unsatisfactory - Understands the statutory requirements of the CIP but may develop a plan in isolation or with little stakeholder involvement.

☐ Basic - May use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time.

☐ Basic - Supports development of strategic Continuous Improvement Plan that outlines data, root cause analysis, goals, milestones against the goals, and clearly aligned action plan, but may develop a plan with the support of a limited body of stakeholders.

☐ Basic - Engages stakeholder input into the development of the CIP, but does not overtly support implementation of the CIP.

☐ Basic - Occasionally creates milestone goals aligned to vision and mission of the school, but might not be transparent about these milestone goals with stakeholders.

☐ Basic - Articulates shared values and goals and occasionally aligns actions with stated values and goals.

☐ Basic - Uses attendance and disciplinary data to identify goals.

☐ Proficient - Collaboratively develops a motivating, shared vision and mission that is grounded in the values, vision, and mission of the school district and represents urgency to engage in the work of the school.

☐ Proficient - Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups are represented).

☐ Proficient - Engages broad stakeholder input into the development and implementation of the Continuous Improvement Plan (CIP).

☐ Proficient - Ensures that the school's CIP is the driving force behind initiatives that help students acquire 21st century skills represents data analysis, root cause analysis, goals, and milestones aligned to a plan of action.

☐ Proficient - Ensures that the professional development plan is aligned with shared values, vision, mission and the CIP.

☐ Proficient - Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success.

☐ Distinguished - Ensures that the school's values, vision, mission, and goals drive decision-making.

☐ Distinguished - Ensures that problem-solving and strategic planning is fully inclusive of the diversity of stakeholders in the school and community.

☐ Distinguished - Creates and promote a culture of collective direction, shared engagement, shared responsibility, and mutual accountability with staff, parents, and community members for the achievement of goals.

Tucson Areas of Leadership: Principal Behaviors - SL-2:

Component	Unsatisfactory	Basic	Proficient	Distinguished
SL-2: Distributes leadership to inspire change in support of an empowered school culture (6)	**Critical Attributes:** 1. Does not provide a strong model for the development of others. 2. Fails to recognize need for change in the school environment or is not open to change. 3. Occasionally responds to frustrations, setbacks or failures in a calm manner but does not communicate a sense of optimism in response to challenges. 4. Delegates responsibilities in a manner that is not viewed as empowering. 5. Does not consistently communicate the importance of collaboration. 6. Systems are not used to encourage collaboration. 7. Change management strategies are not evident.	**Critical Attributes:** 1. Inconsistently models the behavior he or she expects in others. 2. Seeks to learn more about how to support change and how to make sense of change. 3. Responds to setbacks or failures in a calm manner but fails to communicate a positive perspective on the challenges. 4. Sometimes misjudges which work to personally engage in and what to delegate. 5. Practices collaboration occasionally, but tends to rely on unilaterally- made decisions. 6. Minimal or required systems are used to engage collaborative decision-making. 7. Understands change management concepts and occasionally applies change management strategy.	**Critical Attributes:** 1. Models the leadership behavior he or she expects to see in others. 2. Provides feedback to develop the leadership capacity of staff members. 3. Establishes structures and empowers teachers to engage as teacher leaders through conversation and decision-making in regard to significant issues and decisions. 4. Leads successfully and effective manage change processes in an environment where change is the norm and ambiguity is often present. 5. Remains calm, constructive, and optimistic despite resistance, setbacks, or failures. 6. Effectively determines which work to personally engage in and what to delegate. 7. Establishes and uses systems, structures, and processes for collaborative decision-making. 8. Makes decisions unilaterally when it is in the best interest of	In addition to Effective: **Critical Attributes:** 1. Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities. 2. Creates a culture that embraces change and is supportive of appropriate levels of risk-taking. 3. Systematically challenges the status quo by leading change initiatives in alignment with the CIP. 4. Creates a responsive and flexible culture that encourages and gains value from innovation.

9. Effectively engages others in
~~a~~ collaborative culture where
difficult and respectful
conversations encourage
diversity of thought and
perspective.
10. Challenges the status quo.
11. Regularly shares ideas,
plans, struggles, and successes
with colleagues in other schools.

the school.

<u>Enter Notes and Evidence</u>

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - SL-2: N/A

Component	Insufficient Evidence
N/A	

<u>Enter Notes and Evidence</u>

Tucson Areas of Leadership: Principal Behaviors - SL-2: Critical Attributes

☐ Unsatisfactory - Does not provide a strong model for the development of others.

☐ Unsatisfactory - Fails to recognize need for change in the school environment or is not open to change.

☐ Unsatisfactory - Occasionally responds to frustrations, setbacks or failures in a calm manner but does not communicate a sense of optimism in response to challenges.

☐ Unsatisfactory - Delegates responsibilities in a manner that is not viewed as empowering.

☐ Unsatisfactory - Does not consistently communicate the importance of collaboration.

☐ Unsatisfactory - Systems are not used to encourage collaboration.

☐ Unsatisfactory - Change management strategies are not evident.

☐ Basic - Inconsistently models the behavior he or she expects in others.

☐ Basic - Seeks to learn more about how to support change and how to make sense of change.

☐ Basic - Responds to setbacks or failures in a calm manner but fails to communicate a positive perspective on the challenges.

☐ Basic - Sometimes misjudges which work to personally engage in and what to delegate.

☐ Basic - Practices collaboration occasionally, but tends to rely on unilaterally- made decisions.

☐ Basic - Minimal or required systems are used to engage collaborative decision-making.

☐ Basic - Understands change management concepts and occasionally applies change management strategy.

☐ Proficient - Models the leadership behavior he or she expects to see in others.

☐ Proficient - Provides feedback to develop the leadership capacity of staff members.

☐ Proficient - Establishes structures and empowers teachers to engage as teacher leaders through conversation and decision-making in regard to significant issues and decisions.

☐ Proficient - Leads successfully and effective manage change processes in an environment where change is the norm and ambiguity is often present.

☐ Proficient - Remains calm, constructive, and optimistic despite resistance, setbacks, or failures.

☐ Proficient - Effectively determines which work to personally engage in and what to delegate.

☐ Proficient - Establishes and uses systems, structures, and processes for collaborative decision-making.

☐ Proficient - Makes decisions unilaterally when it is in the best interest of the school.

☐ Proficient - Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.

☐ Proficient - Challenges the status quo.

☐ Proficient - Regularly shares ideas, plans, struggles, and successes with colleagues in other schools.

☐ Distinguished - Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities.

☐ Distinguished - Creates a culture that embraces change and is supportive of appropriate levels of risk-taking.

☐ Distinguished - Systematically challenges the status quo by leading change initiatives in alignment with the CIP.

☐ Distinguished - Creates a responsive and flexible culture that encourages and gains value from innovation.

Tucson Areas of Leadership: Principal Behaviors - OL-1:

Component	Unsatisfactory	Basic	Proficient	Distinguished
OL-1: Strategically aligns resources: people, time, and money, to drive student achievement (8)	**Critical Attributes:** 1. Staffing and scheduling are not well-aligned to school priorities. 2. Work is more reactive than proactive. 3. Prioritization of time may be ineffective and focus is on the urgent rather than what is important. 4. There may not be a direct correlation between budget development and school goals. 5. Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. 6. Fails to ensure that safety and risk-management plans are implemented and practiced effectively.	**Critical Attributes:** 1. Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. 2. Demonstrates some time-management skill, but prioritization may be day-to-day rather than on a longer-range scale. 3. Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic (e.g., leader may not research and/or secure resources outside those allocated by the district). 4. Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. 5. Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or	**Critical Attributes:** 1. Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. 2. Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. 3. Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. 4. Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals. 5. Makes strategic and sound, legal, and budgetary decisions that focus on both short and long-term fiscal management decisions that are grounded in the strategic goals of the CIP. 6. Ensures that budget planning and implementation represent a	In addition to Effective: **Critical Attributes:** 1. Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration. 2. Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. 3. Collaborates with the school community to creatively maximize funds. 4. Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. 5. Maintains the confidence of stakeholders during times of significant financial stress.

practice.

focus on equity for all student populations.
7. Develops external resources that align with the school budget in alignment with the school's CIP.
8. Ensures that the school building is a safe, clean, and aesthetically pleasing school environment.
9. Develops and ensures effective implementation of safety and risk-management plans (e.g., lockdown drills, fire drills, evacuation drills).

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - OL-1: N/A

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - OL-1: Critical Attributes

- ☐ Unsatisfactory - Staffing and scheduling are not well-aligned to school priorities.
- ☐ Unsatisfactory - Work is more reactive than proactive.
- ☐ Unsatisfactory - Prioritization of time may be ineffective and focus is on the urgent rather than what is important.
- ☐ Unsatisfactory - There may not be a direct correlation between budget development and school goals.
- ☐ Unsatisfactory - Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities.
- ☐ Unsatisfactory - Fails to ensure that safety and risk-management plans are implemented and practiced effectively.
- ☐ Basic - Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time.
- ☐ Basic - Demonstrates some time- management skill, but prioritization may be day-to-day rather than on a longer-range scale.
- ☐ Basic - Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic (e.g., leader may not research and/or secure resources outside those allocated by the district).
- ☐ Basic - Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment.
- ☐ Basic - Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice.
- ☐ Proficient - Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students.
- ☐ Proficient - Applies a schedule that maximizes time for teachers to learn, innovate, and plan together.
- ☐ Proficient - Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school.
- ☐ Proficient - Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals.
- ☐ Proficient - Makes strategic and sound, legal, and budgetary decisions that focus on both short and long-term fiscal management decisions that are grounded in the strategic goals of the CIP.
- ☐ Proficient - Ensures that budget planning and implementation represent a focus on equity for all student populations.
- ☐ Proficient - Develops external resources that align with the school budget in alignment with the school's CIP.
- ☐ Proficient - Ensures that the school building is a safe, clean, and aesthetically pleasing school environment.
- ☐ Proficient - Develops and ensures effective implementation of safety and risk-management plans (e.g., lockdown drills, fire drills, evacuation drills).
- ☐ Distinguished - Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration.
- ☐ Distinguished - Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities.
- ☐ Distinguished - Collaborates with the school community to creatively maximize funds.
- ☐ Distinguished - Proactively communicates difficult budget decisions, and secures additional resources to achieve goals.
- ☐ Distinguished - Maintains the confidence of stakeholders during times of significant financial stress.

Tucson Areas of Leadership: Principal Behaviors - CL-1:

Component	Unsatisfactory	Basic	Proficient	Distinguished
CL-1: Actively advocates for members of the school community and effectively engages family and community (7)	**Critical Attributes:** 1. Makes only superficial attempts to interact with parents/guardians and community. 2. Community partnerships are not evident or are non-existent.. 3. May acknowledge the importance of parents/guardians and community, but does not have strategies to enlist their support. 4. Lacks creativity and consistency in communications regarding the successes of the school to the broader community. 5. Strategies to grow enrollment are not evident.	**Critical Attributes:** 1. Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community. 2. May welcome stakeholder input, but has not established structures for accepting and utilizing feedback. 3. Demonstrates interest in community and is beginning to engage it through a variety of relationships. 4. Finds ways to communicate the successes of the school to the broader community, but may do so inconsistently. 5. Recognition of student learning may be limited to direct	**Critical Attributes:** 1. Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement in which all members of the school community have a strong voice in regard to concerns, ideas, and interests. 2. Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. 3. Actively communicates the successes of the school to the broader community. 4. Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse* stakeholders. 5. Engages local business and non-profit organizations to support the vision and mission of the school. 6. Ensures that academic	In addition to Effective: **Critical Attributes:** 1. Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community. 2. Shares responsibility for community outreach. 3. All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships. 4. Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision. 5. Empowers parents and community members as strong leaders in the school.

| | reporting, and may not be meaningful to parents. Seeks to increase student enrollment, but may not have a comprehensive plan or strategies for outreach. | progress reporting is able to be easily and meaningfully interpreted by parents. 7. Uses innovative ideas that increase student enrollment (as appropriate). | |

Rubric Score: 0/0

Tucson Areas of Leadership: Principal Behaviors - CL-1: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: Principal Behaviors - CL-1: Critical Attributes

☐ Unsatisfactory - Makes only superficial attempts to interact with parents/guardians and community.

☐ Unsatisfactory - Community partnerships are not evident or are non- existent..

☐ Unsatisfactory - May acknowledge the importance of parents/ guardians and community, but does not have strategies to enlist their support.

☐ Unsatisfactory - Lacks creativity and consistency in communications regarding the successes of the school to the broader community.

☐ Unsatisfactory - Strategies to grow enrollment are not evident.

☐ Basic - Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community.

☐ Basic - May welcome stakeholder input, but has not established structures for accepting and utilizing feedback.

☐ Basic - Demonstrates interest in community and is beginning to engage it through a variety of relationships, but has not yet been able to establish partnerships.

☐ Basic - Finds ways to communicate the successes of the school to the broader community, but may do so inconsistently.

☐ Basic - Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents.

☐ Basic - Seeks to increase student enrollment, but may not have a comprehensive plan or strategies for outreach.

☐ Proficient - Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement in which all members of the school community have a strong voice in regard to concerns, ideas, and interests.

☐ Proficient - Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community.

☐ Proficient - Actively communicates the successes of the school to the broader community.

☐ Proficient - Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse* stakeholders.

☐ Proficient - Engages local business and non-profit organizations to support the vision and mission of the school.

☐ Proficient - Ensures that academic progress reporting is able to be easily and meaningfully interpreted by parents.

☐ Proficient - Uses innovative ideas that increase student enrollment (as appropriate).

☐ Distinguished - Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community.

☐ Distinguished - Shares responsibility for community outreach.

☐ Distinguished - All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships.

☐ Distinguished - Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision.

☐ Distinguished - Empowers parents and community members as strong leaders in the school.

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

TUSD

Principal Evidence

Artifacts						
Name	Upload Date	Upload User	File			

TUSD

School Behaviors Evaluation and Scoring

Domain School Leadership

Tucson Areas of Leadership: School Behaviors - CEL-1:

Component	Unsatisfactory	Proficient
CEL-1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)	**Critical Attributes:** 1. Learning among colleagues is not the norm and exists only within certain teams of teachers. 2. Teachers do not regularly engage in reflection about their practice and the needs of their students. 3. Staff members do not see the principal as lead learner in the school; staff may not know what the principals professional areas for growth are.	**Critical Attributes:** 1. Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community. 2. School artwork and performances represent all groups; student clubs capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community. 3. Teachers discuss all equity gaps for various groups of students, work together and know how to implement strategic initiatives that focus on closing the achievement and equity gaps. 4. A college-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents, and students). 5. Students understand that college is an option for their future and when asked can discuss it as an option.
		Enter Notes and Evidence
Rubric Score: 0/0		

Tucson Areas of Leadership: School Behaviors - CEL-1: N/A

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - CEL-1: Critical Attributes

☐ Unsatisfactory - Learning among colleagues is not the norm and exists only within certain teams of teachers.

☐ Unsatisfactory - Teachers do not regularly engage in reflection about their practice and the needs of their students.

☐ Unsatisfactory - Staff members do not see the principal as lead learner in the school; staff may not know what the principals professional areas for growth are.

☐ Proficient - Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community.

☐ Proficient - School artwork and performances represent all groups; student clubs capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community.

☐ Proficient - Teachers discuss all equity gaps for various groups of students, work together and know how to implement strategic initiatives that focus on closing the achievement and equity gaps.

☐ Proficient - A college-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents, and students).

☐ Proficient - Students understand that college is an option for their future and when asked can discuss it as an option.

Tucson Areas of Leadership: School Behaviors - CEL-2:

Component	Unsatisfactory	Proficient
CEL-2: Leads for continuous improvement and celebration (10 & 11)	**Critical Attributes:** 1. Staff members do not see the principal as lead learner in the school; staff may not know what the principals professional areas for growth are. 2. Celebrations are cursory, intermittent, and/or non-existent. 3. The is little evidence that the school staff or greater community celebrate the diversity of the student population and greater community	**Critical Attributes:** 1. Staff members can articulate the school leader's strengths and areas of growth. 2. School celebrations are perceived as fun and mark individual, team, and school-wide achievements.
		Enter Notes and Evidence
Rubric Score: 0/0		

Tucson Areas of Leadership: School Behaviors - CEL-2: N/A

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - CEL-2: Critical Attributes

☐ Unsatisfactory - Staff members do not see the principal as lead learner in the school; staff may not know what the principals professional areas for growth are.

☐ Unsatisfactory - Celebrations are cursory, intermittent, and/or non-existent.

☐ Unsatisfactory - The is little evidence that the school staff or greater community celebrate the diversity of the student population and greater community

☐ Proficient - Staff members can articulate the school leader's strengths and areas of growth.

☐ Proficient - School celebrations are perceived as fun and mark individual, team, and school-wide achievements.

Tucson Areas of Leadership: School Behaviors - CEL-3:

Component	Unsatisfactory	Proficient
CEL-3: Leads to promote professional learning communities for teachers(6)	**Critical Attributes:** 1. Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school-wide commitments. 2. Teachers do not regularly engage in reflection about their practice and the needs of their students.	**Critical Attributes:** 1. Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their classrooms. 2. Teachers engage productively to leverage what they learn in collaborative data meetings to make instructional changes and implement student specific interventions in their classrooms. 3. Teachers are able to openly reflect on their areas of strength and growth and share with the principal and one another what support they need to grow professionally.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: School Behaviors - CEL-3: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - CEL-3: Critical Attributes

☐ Unsatisfactory - Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school-wide commitments.

☐ Unsatisfactory - Teachers do not regularly engage in reflection about their practice and the needs of their students.

☐ Proficient - Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their classrooms.

☐ Proficient - Teachers engage productively to leverage what they learn in collaborative data meetings to make instructional changes and implement student specific interventions in their classrooms.

☐ Proficient - Teachers are able to openly reflect on their areas of strength and growth and share with the principal and one another what support they need to grow professionally.

Tucson Areas of Leadership: School Behaviors - IL-1:

Component	Unsatisfactory	Proficient
IL-1: Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft (4)	**Critical Attributes:** 1. School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind. 2. Staff is unaware of achievement gaps and data outlining those gaps. 3. Data is not used regularly in school meetings, or is only used by the principal and not used regularly with and by teachers and/or students to guide interventions and instruction. 4. Teachers cannot discuss their strengths as practitioners. 5. There is no or little evidence of consistent best instructional practice from classroom to classroom. 6. Teacher collaboration is non-existent, minimal, or unintentional. 7. Awareness of and instruction for standards is not evident or is sporadically implemented.	**Critical Attributes:** 1. Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need. 2. Teachers apply feedback from reflective feedback conversations to their instructional practice. 3. Teachers know where to find professional development support aligned to feedback and areas for growth. 4. Evidence of consistent best instructional practice exists from classroom to classroom. 5. Instruction in classrooms aligns with the pedagogy outlined in the TUSD Modified 2013 Danielson Framework for Teaching as well as their individual area of focus. 6. TUSD curricular standards are used during collaborative planning time to align and plan for grade-level and vertical-content expectations. 7. Teachers have opportunities to observe one another and reflect on their practice together. 8. Collaborative data analysis processes are in place and are prioritized and implemented with fidelity and commitment. 9. School-wide instructional decisions are based on student-level data that includes formative, interim, summative, and other sources of data. 10. Meaningful and relevant data is reviewed at most school meetings in order to set next steps for improvement and inform school-wide instructional decisions. 11. Students use data to understand their progress toward individual goals, grade-level standards, and college readiness. 12. Teachers are regularly observed using technology in classrooms to enhance instruction, as well as outside of instructional time to engage in meaningful data analysis and collaboration with one another.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: School Behaviors - IL-1: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - IL-1: Critical Attributes

☐ Unsatisfactory - School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind.

☐ Unsatisfactory - Staff is unaware of achievement gaps and data outlining those gaps.

☐ Unsatisfactory - Data is not used regularly in school meetings, or is only used by the principal and not used regularly with and by teachers and/or students to guide interventions and instruction.

☐ Unsatisfactory - Teachers cannot discuss their strengths as practitioners.

☐ Unsatisfactory - There is no or little evidence of consistent best instructional practice from classroom to classroom.

☐ Unsatisfactory - Teacher collaboration is non-existent, minimal, or unintentional.

☐ Unsatisfactory - Awareness of and instruction for standards is not evident or is sporadically implemented.

☐ Proficient - Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need.

☐ Proficient - Teachers apply feedback from reflective feedback conversations to their instructional practice.

☐ Proficient - Teachers know where to find professional development support aligned to feedback and areas for growth.

☐ Proficient - Evidence of consistent best instructional practice exists from classroom to classroom.

☐ Proficient - Instruction in classrooms aligns with the pedagogy outlined in the TUSD Modified 2013 Danielson Framework for Teaching as well as their individual area of focus.

☐ Proficient - TUSD curricular standards are used during collaborative planning time to align and plan for grade- level and vertical-content expectations.

☐ Proficient - Teachers have opportunities to observe one another and reflect on their practice together.

☐ Proficient - Collaborative data analysis processes are in place and are prioritized and implemented with fidelity and commitment.

☐ Proficient - School-wide instructional decisions are based on student-level data that includes formative, interim, summative, and other sources of data.

☐ Proficient - Meaningful and relevant data is reviewed at most school meetings in order to set next steps for improvement and inform school-wide instructional decisions.

☐ Proficient - Students use data to understand their progress toward individual goals, grade-level standards, and college readiness.

☐ Proficient - Teachers are regularly observed using technology in classrooms to enhance instruction, as well as outside of instructional time to engage in meaningful data analysis and collaboration with one another.

Tucson Areas of Leadership: School Behaviors - IL-2:

Component	Unsatisfactory	Proficient
IL-2: Leads for the academic and social-emotional success of a diverse student population (8)	**Critical Attributes:** 1. School community does not embrace diverse* student populations as evidenced by lack of access to educational opportunity for certain groups of students. 2. Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result. 3. Systems are not in place for students with differing abilities, resulting in the broadening of achievement gaps; there is a lack of urgency and potentially excuse-making for why certain groups of students are not achieving at high levels. 4. Staff may be unaware of school-level achievement gaps for diverse* student populations and the Continuous Improvement Plan (CIP) does not reflect strategies to support all students with high levels of academic achievement.	**Critical Attributes:** 1. School community embraces diverse* student populations as evidenced by every effort to ensure students with special needs, gifted and talented needs, and language needs are regularly integrated into classrooms with their typical peers. 2. Teachers understand disaggregated data for students with special needs and differentiate instructional practice as a result. 3. Systems are in place for students with differing abilities, such that their needs are met with a sense of urgency their needs are supported in an environment of high expectations. 4. Staff understands school-level achievement gaps for diverse* student populations and the Continuous Improvement Plan (CIP) reflects strategies to support all students with high levels of academic achievement.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: School Behaviors - IL-2: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - IL-2: Critical Attributes

☐ Unsatisfactory - School community does not embrace diverse* student populations as evidenced by lack of access to educational opportunity for certain groups of students.

☐ Unsatisfactory - Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result.

☐ Unsatisfactory - Systems are not in place for students with differing abilities, resulting in the broadening of achievement gaps; there is a lack of urgency and potentially excuse-making for why certain groups of students are not achieving at high levels.

☐ Unsatisfactory - Staff may be unaware of school-level achievement gaps for diverse* student populations and the Continuous Improvement Plan (CIP) does not reflect strategies to support all students with high levels of academic achievement.

☐ Proficient - School community embraces diverse* student populations as evidenced by every effort to ensure students with special needs, gifted and talented needs, and language needs are regularly integrated into classrooms with their typical peers.

☐ Proficient - Teachers understand disaggregated data for students with special needs and differentiate instructional practice as a result.

☐ Proficient - Systems are in place for students with differing abilities, such that their needs are met with a sense of urgency their needs are supported in an environment of high expectations.

☐ Proficient - Staff understands school-level achievement gaps for diverse* student populations and the Continuous Improvement Plan (CIP) reflects strategies to support all students with high levels of academic achievement.

Tucson Areas of Leadership: School Behaviors - IL-3:

Component	Unsatisfactory	Proficient
IL-3: Leads for culturally responsive instruction that maximizes student learning (3)	**Critical Attributes:** 1. Some, most, or all teachers are not engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; 2. Most or all teachers do not have awareness or understand culturally response instructional strategies. 3. Staff is not aware of students home languages, backgrounds, interests, and/or cultural heritage. 4. There is not a shared responsibility to ensure that all students make progress and achieve at high levels in all	**Critical Attributes:** 1. Teachers are engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; 2. All teachers clearly understand the impact of culturally responsive strategies for all students. 3. All staff knows the students home languages, backgrounds, interests, and cultural heritage. 4. Levels of all students progress, specifically African American and Latino, are regular parts of collaborative data conversations.

	5. Parents of diverse students are not empowered to advocate for the best interest of their students.	5. All staff share responsibility to ensure that all students make progress and achieve at high levels in all content areas. 6. Parents of culturally diverse students are empowered to advocate for the best interest of their students.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: School Behaviors - IL-3: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - IL-3: Critical Attributes

☐ Unsatisfactory - Some, most, or all teachers are not engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population;

☐ Unsatisfactory - Most or all teachers do not have awareness or understand culturally response instructional strategies.

☐ Unsatisfactory - Staff is not aware of students home languages, backgrounds, interests, and/or cultural heritage.

☐ Unsatisfactory - There is not a shared responsibility to ensure that all students make progress and achieve at high levels in all content areas.

☐ Unsatisfactory - Parents of diverse students are not empowered to advocate for the best interest of their students.

☐ Proficient - Teachers are engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population;

☐ Proficient - All teachers clearly understand the impact of culturally responsive strategies for all students.

☐ Proficient - All staff knows the students home languages, backgrounds, interests, and cultural heritage.

☐ Proficient - Levels of all students progress, specifically African American and Latino, are regular parts of collaborative data conversations.

☐ Proficient - All staff share responsibility to ensure that all students make progress and achieve at high levels in all content areas.

☐ Proficient - Parents of culturally diverse students are empowered to advocate for the best interest of their students.

Tucson Areas of Leadership: School Behaviors - HRL-1:

Component	Unsatisfactory	Proficient
HRL-1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)	**Critical Attributes:** 1. Teacher leaders are either not identified or, if identified, their role is unclear to both teacher leaders themselves, and other teachers in the school. 2. Teachers who are struggling with instruction may not be aware that they are struggling, may not have clearly outlined and timely goals for improvement, and/or may not receive targeted support for improvement. 3. Teachers are unwilling to support one another for improvement, or if willing, they do not have the systems/structures to engage in support of one another. 4. High-performing teachers may feel as if they are confined to only one type of instructional practice and may feel unable to try new, innovative practice in order to grow and learn as professionals. 5. Schools instructional area of focus may be unclear to teachers and/or connections not made to the Continuous Improvement Plan (CIP).	**Critical Attributes:** 1. Teachers who are struggling with instruction receive timely support and clearly know the next steps required to improve their practice (Targeted Support Plan). 2. Teachers regularly support one another in moving forward with quality instructional practice. 3. Teachers who are high performers share their expertise with others and also have professional growth plans that they feel support their effort to continue to refine their instructional craft. 4. Effective teachers are identified for teacher leader roles. 5. Teachers understand the connection between their priorities with instruction and the Continuous Improvement Plan (CIP).

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: School Behaviors - HRL-1: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - HRL-1: Critical Attributes

☐ Unsatisfactory - Teacher leaders are either not identified or, if identified, their role is unclear to both teacher leaders themselves, and other teachers in the school.

☐ Unsatisfactory - Teachers who are struggling with instruction may not be aware that they are struggling, may not have clearly outlined and timely goals for improvement, and/or may not receive targeted support for improvement.

☐ Unsatisfactory - Teachers are unwilling to support one another for improvement, or if willing, they do not have the systems/structures to engage in support of one another.

☐ Unsatisfactory - High-performing teachers may feel as if they are confined to only one type of instructional practice and may feel unable to try new, innovative practice in order to grow and learn as professionals.

☐ Unsatisfactory - Schools instructional area of focus may be unclear to teachers and/or connections not made to the Continuous Improvement Plan (CIP).

☐ Proficient - Teachers who are struggling with instruction receive timely support and clearly know the next steps required to improve their practice (Targeted Support Plan).

☐ Proficient - Teachers regularly support one another in moving forward with quality instructional practice.

☐ Proficient - Teachers who are high performers share their expertise with others and also have professional growth plans that they feel support their effort to continue to refine their instructional craft.

☐ Proficient - Effective teachers are identified for teacher leader roles.

☐ Proficient - Teachers understand the connection between their priorities with instruction and the Continuous Improvement Plan (CIP).

Tucson Areas of Leadership: School Behaviors - HRL-2:

Component	Unsatisfactory	Proficient

HRL-2: Implements a strong system for identifying, recognizing and distributing talent (4)	Critical Attributes: 1. Teachers are not part of hiring decisions, or, if involved, their perspective may not be considered in hiring decisions. 2. Only some staff with certain backgrounds are developed as leaders. 3. Teacher leaders may not be identified, or may not have a clear role in supporting colleagues. 4. Hiring process is unclear and lacks purposeful activities to assess candidate fit for the position. 5. High-performing teachers regularly leave the school over time. 6. Poor-performing teachers and other staff members are allowed to linger in positions, working with students and not held accountable to high levels of performance.	Critical Attributes: 1. Teacher leaders have a role in staffing, including determination of critical competencies for positions. 2. Staff members of all backgrounds/levels have the opportunity to develop as leaders. 3. Staff members of all performance levels have opportunity and support for growth. 4. Teacher leaders have clear role in supporting colleagues. 5. Hiring process includes multiple activities that are informed by the TUSD Modified 2013 Danielson Framework for Teaching (e.g., performance based activities, demonstration lessons, panel interview[s]). 6. Poor-performing teachers and other staff members are immediately held accountable through thoughtful, fair, transparent processes for support and performance management decision-making (Targeted Support Plan). 7. High-performing teachers are committed to and remain at the school over time.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: School Behaviors - HRL-2: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - HRL-2: Critical Attributes

☐ Unsatisfactory - Teachers are not part of hiring decisions, or, if involved, their perspective may not be considered in hiring decisions.

☐ Unsatisfactory - Only some staff with certain backgrounds are developed as leaders.

☐ Unsatisfactory - Teacher leaders may not be identified, or may not have a clear role in supporting colleagues.

☐ Unsatisfactory - Hiring process is unclear and lacks purposeful activities to assess candidate fit for the position.

☐ Unsatisfactory - High-performing teachers regularly leave the school over time.

☐ Unsatisfactory - Poor-performing teachers and other staff members are allowed to linger in positions, working with students and not held accountable to high levels of performance.

☐ Proficient - Teacher leaders have a role in staffing, including determination of critical competencies for positions.

☐ Proficient - Staff members of all backgrounds/levels have the opportunity to develop as leaders.

☐ Proficient - Staff members of all performance levels have opportunity and support for growth.

☐ Proficient - Teacher leaders have clear role in supporting colleagues.

☐ Proficient - Hiring process includes multiple activities that are informed by the TUSD Modified 2013 Danielson Framework for Teaching (e.g., performance based activities, demonstration lessons, panel interview[s]).

☐ Proficient - Poor-performing teachers and other staff members are immediately held accountable through thoughtful, fair, transparent processes for support and performance management decision-making (Targeted Support Plan).

☐ Proficient - High-performing teachers are committed to and remain at the school over time.

Tucson Areas of Leadership: School Behaviors - SL-1:

Component	Unsatisfactory	Proficient
SL-1: Leads the schools vision, mission, and strategic goals to support a child centered vision of equity and quality schooling to support college and career readiness for all students (1)	Critical Attributes: 1. Only the school leadership seems clear about the vision and mission of the school; others are unable to pinpoint or articulate a vision or mission statement. 2. There is no tangible evidence of a vision or mission and nothing is posted or written that gives stakeholders a sense of the direction of the school. 3. The work of committees and/or programs feels disconnected and disjointed and there is limited communication among committees/teams as a result of lack of clarity around the school's direction. 4. The CIP is developed in isolation or by a small group of school leaders, resulting in lack of acceptance or co-accountability in achieving the goals. 5. Work to measure, revisit, and update the CIP document may only occur when required by the district or state expectations.	Critical Attributes: 1. School mission and vision are visible around the school and are present in school-level conversations. 2. All school stakeholders are able to talk about the values, vision, mission and goals of the school. 3. School community members understand that individual contributions will lead to the collective success of the school. 4. School committees have responsibility for guiding the core work of the school that exemplifies the values, vision, mission, and CIP goals. 5. Multiple measures are valued as sources of data to inform the school community in regard to the status and growth of achievement and other indicators of success. 6. Stakeholders understand the CIP as a living and growing document and use it as a guide for goal setting and action planning. 7. Individual and small-group goals and strategies are well aligned with the CIP.

Enter Notes and Evidence

Rubric Score: 0/0

Tucson Areas of Leadership: School Behaviors - SL-1: N/A

Component	Insufficient Evidence
N/A	

Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - SL-1: Critical Attributes

☐ Unsatisfactory - Only the school leadership seems clear about the vision and mission of the school; others are unable to pinpoint or articulate a vision or mission statement.

☐ Unsatisfactory - There is no tangible evidence of a vision or mission and nothing is posted or written that gives stakeholders a sense of the direction of the school.

☐ Unsatisfactory - The work of committees and/or programs feels disconnected and disjointed and there is limited communication among committees/teams as a result of lack of clarity around the school's direction.

☐ Unsatisfactory - The CIP is developed in isolation or by a small group of school leaders, resulting in lack of acceptance or co-accountability in achieving the goals.

☐ Unsatisfactory - Work to measure, revisit, and update the CIP document may only occur when required by the district or state expectations.

☐ Proficient - School mission and vision are visible around the school and are present in school-level conversations.

☐ Proficient - All school stakeholders are able to talk about the values, vision, mission and goals of the school.

☐ Proficient - School community members understand that individual contributions will lead to the collective success of the school.

☐ Proficient - School committees have responsibility for guiding the core work of the school that exemplifies the values, vision, mission, and CIP goals.

☐ Proficient - Multiple measures are valued as sources of data to inform the school community in regard to the status and growth of achievement and other indicators of success.

☐ Proficient - Stakeholders understand the CIP as a living and growing document and use it as a guide for goal setting and action planning.

☐ Proficient - Individual and small-group goals and strategies are well aligned with the CIP.

Tucson Areas of Leadership: School Behaviors - SL-2:

Component	Unsatisfactory	Proficient
SL-2: Distributes leadership to inspire change in support of an empowered school culture (6)	**Critical Attributes:** 1. Change is met with fear or resistance as evidenced by immediate push-back, rather than willingness to ask questions and search out understanding. 2. Does not provide opportunity for staff members to have difficult conversation and may avoid situations where such dialogue may occur. 3. Does not provide meaningful information to staff to help members make sense of change. 4. Structures and/or conversations around change process are not evident.	**Critical Attributes:** 1. Staff and community members lead various processes within the school and are empowered to make decisions. 2. Teacher leadership extends beyond structured systems. 3. Staff members collaborate in formal and informal ways on a consistent basis. 4. Stakeholders understand change as an opportunity to create a context of excellence. 5. Staff members and parents provide feedback to one another and the principal about the degree to which certain change strategies are working or not working. 6. Stakeholders are able to create meaning from change and incorporate new strategies into their individual sphere of influence in the school. 7. Communication regarding decisions is transparent and proactive.
		Enter Notes and Evidence
Rubric Score: 0/0		

Tucson Areas of Leadership: School Behaviors - SL-2: N/A

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - SL-2: Critical Attributes

☐ Unsatisfactory - Change is met with fear or resistance as evidenced by immediate push-back, rather than willingness to ask questions and search out understanding.

☐ Unsatisfactory - Does not provide opportunity for staff members to have difficult conversation and may avoid situations where such dialogue may occur.

☐ Unsatisfactory - Does not provide meaningful information to staff to help members make sense of change.

☐ Unsatisfactory - Structures and/or conversations around change process are not evident.

☐ Proficient - Staff and community members lead various processes within the school and are empowered to make decisions.

☐ Proficient - Teacher leadership extends beyond structured systems.

☐ Proficient - Staff members collaborate in formal and informal ways on a consistent basis.

☐ Proficient - Stakeholders understand change as an opportunity to create a context of excellence.

☐ Proficient - Staff members and parents provide feedback to one another and the principal about the degree to which certain change strategies are working or not working.

☐ Proficient - Stakeholders are able to create meaning from change and incorporate new strategies into their individual sphere of influence in the school.

☐ Proficient - Communication regarding decisions is transparent and proactive.

Tucson Areas of Leadership: School Behaviors - OL-1:

Component	Unsatisfactory	Proficient
OL-1: Strategically aligns resources: people, time, and money, to drive student achievement (8)	**Critical Attributes:** 1. Timelines and schedules are often changed, causing confusion and resulting in poor attendance and interest in participation. 2. Lack of organization affects the outcomes of work and degrades the effort and energy that community members put forth. 3. Budget decisions may not be known or understood, and there is lack of clarity regarding why there are changes to resources and/or personnel. 4. School environment may not be clean or aesthetically pleasing, and may not represent the school's mission or vision. Safety standards may be in question.	**Critical Attributes:** 1. Teachers have ample time to collaborate with one another. 2. Students receiving specialized instruction and interventions also receive grade-level, core instruction. 3. There are seldom interruptions to instructional time, and teachers and staff are able to focus their planning time and committee work on driving student achievement. 4. Yearly budget decisions are anchored to current needs and student data and put the needs of students. 5. Decision-making is transparent and all stakeholders understand the reason behind decisions related to the use of resources. 6. The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the schools values, vision, and mission. 7. The school community is well prepared for crisis situations and is practiced in the protocols required to effectively respond to crises.
		Enter Notes and Evidence
Rubric Score: 0/0		

Tucson Areas of Leadership: School Behaviors - OL-1: N/A

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - OL-1: Critical Attributes

☐ Unsatisfactory - Timelines and schedules are often changed, causing confusion and resulting in poor attendance and interest in participation.

☐ Unsatisfactory - Lack of organization affects the outcomes of work and degrades the effort and energy that community members put forth.

☐ Unsatisfactory - Budget decisions may not be known or understood, and there is lack of clarity regarding why there are changes to resources and/or personnel.

☐ Unsatisfactory - School environment may not be clean or aesthetically pleasing, and may not represent the school's mission or vision. Safety standards may be in question.

☐ Proficient - Teachers have ample time to collaborate with one another.

☐ Proficient - Students receiving specialized instruction and interventions also receive grade-level, core instruction.

☐ Proficient - There are seldom interruptions to instructional time, and teachers and staff are able to focus their planning time and committee work on driving student achievement.

☐ Proficient - Yearly budget decisions are anchored to current needs and student data and put the needs of students.

☐ Proficient - Decision-making is transparent and all stakeholders understand the reason behind decisions related to the use of resources.

☐ Proficient - The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the schools values, vision, and mission.

☐ Proficient - The school community is well prepared for crisis situations and is practiced in the protocols required to effectively respond to crises.

Tucson Areas of Leadership: School Behaviors - CL-1:

Component	Unsatisfactory	Proficient
CL-1: Actively advocates for members of the school community and effectively engages family and community (7)	**Critical Attributes:** 1. Neighboring businesses have little interaction with the school, and student work is rarely seen posted in the community. 2. When asked about the school, parents may have little to say about the benefits of the school and seem neutral or uninformed about its merits. 3. Families that enroll in the school are a result of boundaries, not because of a desire to be there.	**Critical Attributes:** 1. Parents and community members receive regular updates that include: evidence of the schools successes and challenges, behavioral and academic expectations, schedules, calendars, and information relating to events. 2. The school taps into families' talents, cultural heritage, skills, and funds knowledge to strengthen curriculum, student activities, and learning. 3. The school integrates resources and services from the community to strengthen school- based services and offerings for student learning and development. 4. Partnerships between the school and community demonstrate two-way benefits. 5. Parents proactively communicate the attributes of the school to new families and community members, and can articulate the values, goals, and mission of the school. 6. Parents find the progress reporting system used by the school to be informative and meaningful. 7. Parents are equipped to use data to identify their student's strengths and areas for growth.
		Enter Notes and Evidence
Rubric Score: 0/0		

Tucson Areas of Leadership: School Behaviors - CL-1: N/A

Component	Insufficient Evidence
N/A	
	Enter Notes and Evidence

Tucson Areas of Leadership: School Behaviors - CL-1: Critical Attributes

☐ Unsatisfactory - Neighboring businesses have little interaction with the school, and student work is rarely seen posted in the community.

☐ Unsatisfactory - When asked about the school, parents may have little to say about the benefits of the school and seem neutral or uninformed about its merits.

☐ Unsatisfactory - Families that enroll in the school are a result of boundaries, not because of a desire to be there.

☐ Proficient - Parents and community members receive regular updates that include: evidence of the schools successes and challenges, behavioral and academic expectations, schedules, calendars, and information relating to events.

☐ Proficient - The school taps into families' talents, cultural heritage, skills, and funds knowledge to strengthen curriculum, student activities, and learning.

☐ Proficient - The school integrates resources and services from the community to strengthen school- based services and offerings for student learning and development.

☐ Proficient - Partnerships between the school and community demonstrate two-way benefits.

☐ Proficient - Parents proactively communicate the attributes of the school to new families and community members, and can articulate the values, goals, and mission of the school.

☐ Proficient - Parents find the progress reporting system used by the school to be informative and meaningful.

☐ Proficient - Parents are equipped to use data to identify their student's strengths and areas for growth.

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

TUSD

Principal Composite Score Report

Rating	Score
Ineffective	**0**

Principal Performance (0/52)

Growth (0/33)

SAI Survey (0/3)

SQS Survey (0/12)

Staff (0/7)

Student (0/5)

Composite Score

Distinguished
76 - 100

Effective
57 - 75

Developing
45 - 56

Ineffective
0 - 44

Principal Behaviors

CEL - 1 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

CEL - 1 Notes & Evidence

NONE

CEL - 2 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

CEL - 2 Notes & Evidence

NONE

CEL - 3 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

CEL - 3 Notes & Evidence

NONE

CL - 1 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

CL - 1 Notes & Evidence

NONE

HRL - 1 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

HRL - 1 Notes & Evidence

NONE

HRL - 2 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

HRL - 2 Notes & Evidence

NONE

IL - 1 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

IL - 1 Notes & Evidence

NONE

IL - 2 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

IL - 2 Notes & Evidence

NONE

IL - 3 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

IL - 3 Notes & Evidence

NONE

OL - 1 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

OL - 1 Notes & Evidence

NONE

SL - 1 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

SL - 1 Notes & Evidence

NONE

SL - 2 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

SL - 2 Notes & Evidence

NONE

School Behaviors

CEL - 1 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

CEL - 1 Notes & Evidence

NONE

CEL - 2 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

CEL - 2 Notes & Evidence

NONE

CEL - 3 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

CEL - 3 Notes & Evidence

NONE

CL - 1 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

CL - 1 Notes & Evidence

NONE

HRL - 1 Score

	Rubric		Progress	Score	Max	Criteria	Avg	Last Completed	

HRL - 1 Notes & Evidence

NONE

HRL - 2 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

HRL - 2 Notes & Evidence

NONE

IL - 1 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

IL - 1 Notes & Evidence

NONE

IL - 2 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

IL - 2 Notes & Evidence

NONE

IL - 3 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

IL - 3 Notes & Evidence

NONE

OL - 1 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

OL - 1 Notes & Evidence

NONE

SL - 1 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

SL - 1 Notes & Evidence

NONE

SL - 2 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

SL - 2 Notes & Evidence

NONE

Areas of Strength

NONE

Areas of Growth

NONE

Recommendations

NONE

Additional Comments

NONE

Principal Performance Score

Principal Behaviors

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

School Behaviors

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

Performance Raw Points

Performance Weighted Points	0

Student Academic Progress

Growth Raw Points:	
Growth Weighted Points	0

SAI Survey

SAI Survey Raw Points	
SAI Survey Weighted Points	0

SQS Survey

Staff Raw Points	
Staff Weighted Points	0

Student Raw Points	
Student Weighted Points	0