

TUSD's Alignment Response to the Special Master's Draft R&R on the Principal Evaluation Instrument

TUSD's Alignment Response to the Special Master's draft R&R on the Principal Evaluation Instrument ("PEI") follows a months'-long process of collaboration among the District, the Special Master and the Plaintiffs. This process sets the background for TUSD's Alignment Response.

Over several months, the District engaged the Special Master and Plaintiffs in extensive conversations related to the PEI. Following the Court's January 30, 2015 order [ECF 1760], the District on February 19, 2015 circulated a draft of the revised PEI. (*Attachment 1, TUSD PEI 1.0 to Parties*). On February 26, 2015, the Special Master submitted comments developed in consultation with IC member Vicki Balentine, and focused on four issues: "instruments used to measure performance, professional development/training, evaluation and timelines." (*Attachment 2, Special Master Comments on PEI 1.0*). On March 20, 2015, the Mendoza Plaintiffs submitted comments to the initial draft which echoed the Special Master's and Dr. Balentine's input, called for revisions related to principals' use of culturally responsive pedagogy (CRP) and creating supportive environments, and sought stronger descriptions of related professional development. (*Attachment 3, Mendoza Comments on PEI 1.0*).

On April 3, 2015, TUSD staff distributed Version 2.0 of the PEI, a more detail-intensive draft that included a defined survey weight of seven percent. (*Attachment 4, TUSD PEI 2.0*). The Mendoza response of April 10th acknowledged "a substantial improvement over the February 19 PEI," but listed the following concerns: identification of, and training for, principal evaluators; identification of, and support for, underperforming principals; clarification that the term "diversity" means "racial and ethnic diversity," and acknowledgement of the adequacy of surveys used in principal evaluations (the Mendozas deferred to the Special Master on the question of whether the weight given to the surveys was adequate). (*Attachment 5, Mendoza Comments on PEI 2.0*). The Department of Justice's ("DOJ") April 14, 2015 comments noted that the PEI complied with the USP. (*Attachment 6, DOJ Comments on PEI 2.0*). On April 21, the Special Master commented on the survey weights in the PEI, misalignment of terms in both instruments, and inconsistencies within the document. (*Attachment 7, SM Comments on PEI 2.0*). Under the Agreed Process for Development of USP Action Plans, the resolution period was expiring in mid-April. On April 22, 2015, the District proposed an extension to allow more time for alignment. (*Attachment 8, TUSD Timeline Proposal and Response to Mendoza and DOJ Comments*). Accordingly, the parties agreed to extend the resolution period.

On May 1, 2015, the Special Master wrote to summarize his remaining objections to the PEI. (*Attachment 9 SM Additional Comments on PEI 2.0*). The District reviewed all Special Master and Plaintiff feedback and revised the principal evaluation rubric, and the survey weight. On June 2, 2015, the District submitted to the Special Master and Plaintiffs a revised PEI rubric which included highlighted revisions, and explained that it had increased the survey weight from seven to ten percent. (*Attachment 10, TUSD PEI Rubric*). On June 9, 2015, the Governing Board studied the PEI as part of its regular board meeting. (*Attachment 11, Board Actions 06/09/15 #28*). On June 23, 2015, the Governing Board voted to approve the PEI. (*Attachment 12, Board Actions 06/23/15 #13*). On July 20, 2015, after seeking to resolve remaining issues,

the District submitted to the Special Master and Plaintiffs Version 3.0. (*Attachment 13, TUSD PEI 3.0*).

On Saturday September 5, 2015, Dr. Hawley submitted draft Reports and Recommendations on the Teacher Evaluation Procedures (TEP) and Principal Evaluation Procedures (PEP). Pursuant to the approved stipulated process, the District had ten days – until September 15, 2015 – to “align its position with the recommendations of the R&R should it wish to do so.” ECF 1581 at 4. The District hereby provides its Alignment Response to the Special Master’s recommendations regarding the District’s Principal Evaluation Instrument.

Alignment Response - Principal Evaluation Instrument

1. Assessing Academic Performance of Students for Purposes of Evaluating Principals

The Special Master has indicated that there is no need for a recommendation dealing with academic growth measures, and that “the Mendoza plaintiffs agree.” ECF 1836 at 3. The District will make no changes to the Principal Evaluation Instrument related to academic growth measures.

2. Alignment of Instruments for Measuring Principal Effectiveness

The Special Master recommends that the District develop “a chart showing how important aspects of ... leadership are reflected” in the Principal Evaluation Instrument. ECF 1836 at 9. The District agrees to develop a chart showing how important aspects of leadership are reflected in the Principal Evaluation Instrument no later than November 1, 2015. The District will share the chart with principals prior to the start of the second semester of the 2015-16 school year.

3. Training Principal Evaluators

The Special Master recommends that the District share its plans for training principal evaluators. ECF 1836 at 10. The District agrees to share its plans for training principal evaluators no later than December 1, 2015.

4. Assessing the Capabilities of Administrators to Use Data on Student Outcomes

The Special Master recommends that the Court take no action on this issue. ECF 1836 at 11. The District agrees.

5. The Weight of Teacher and Student Surveys in Principal Evaluation

The Special Master recommends “of the 100 total points for measuring principal performance, teacher surveys account for 11 points and student surveys account for six,” or, alternatively, “12 points could be for teacher surveys and five for student surveys.” ECF 1836 at 12. The District does not agree to revise the weight of teacher or student surveys for principal evaluations. The district has collaborated with ELI (the administrator employee bargaining

group) over several months to revise the PEI. ELI reluctantly has agreed to increasing the survey weight from seven to ten percent from an earlier version of the PEI to the one the Governing Board has adopted. (*Attachment 13, Final PEI*). Moreover, the ten percent weight for surveys in the PEI (2% SAI/ADE teacher survey, 4% TUSD teacher survey, and 4% TUSD student survey) is identical to the ten percent weight assigned to surveys in the TEI. Ten percent is considered an “adequate” weight for the TEI, and it likewise should be adequate for the PEI.

ATTACHMENT 1

Brown, Samuel

From: William Brammer <WBrammer@rllaz.com>
Sent: Thursday, February 19, 2015 10:06 AM
To: Willis D. Hawley (wdh@umd.edu); Rubin Salter Jr. (Rsjr3@aol.com); Juan Rodriguez; Lois Thompson; Anurima Bhargava (Anurima.Bhargava@usdoj.gov); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov); James.Eichner@usdoj.gov
Cc: Tolleson, Julie; Desegregation; Foster, Richard; TUSD
Subject: Principal and Teacher Evaluation Plans
Attachments: 23T4677-Teacher Evaluation Plan [02 19 15].PDF; 23T4670-Principal Evaluation Plan [02 19 15].PDF

Dr. Hawley and counsel:

Please find attached TUSD's Principal Evaluation Plan and Teacher Evaluation Plan, in compliance with the court's January 30, 2015 order (ECF 1760). Please advise if you have any questions. Thanks!

Bill

J. William Brammer, Jr.
Rusing Lopez & Lizardi, P.L.L.C.
6363 North Swan Road, Suite 151
Tucson, Arizona 85718
Tel: 520.792.4800
Fax: 520.529.4262
Brammer@rllaz.com
www.rllaz.com



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February 19, 2015

From: Richard Foster,

Sr. Director Curriculum Deployment

RE: Principal Evaluation Plan

USP: Section IV.H.

Administrators and Certified Staff, subsection H, Evaluation, which provides:

By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to: (i) an assessment of (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students; (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents. These elements shall be included in any future teacher and principal evaluation instruments



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that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.

- (I) *teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy*

This is an aspect of the teacher evaluation only.

- (II) *efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students*

The committee will conduct an analysis of 2014 ISLLC Standards. Dr. Vickie Balentine, Implementation Committee member, summarized the USP IV.H. with requirements and examples. (See: Appendix A - Memo from Dr. Vickie Balentine. In addition, the Diversity Responsive Principal Tool (provided by Dr. Willis Hawley, Special Master) identifies culturally responsive practices within the ISLLC standards. (See Appendix B – Diversity Response Principal Tool). The ISLLC standards address school culture and climate and the analysis of the above document will ensure this is reflected in the final principal evaluation tool.

- (ii) *teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring*

The committee will conduct an analysis of the 2014 ISLLC Standards for emphasis in use of data to improve instruction and student outcomes by principals. The types of data that included will be but not limited to achievement, attendance, and discipline.

- (iii) *aggregated responses from student and teacher surveys to be developed*



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by the District, protecting the anonymity of survey respondents.

The committee will review the research as to the impact of surveys on principal performance. The committee will review examples of teacher surveys to determine a comparable survey to TUSD's current School Quality Survey. A decision will be made as to enhance our current survey to include culturally responsive questions or to adopt a replacement survey. The committee will take into account the recommendations from Dr. Hawley to increase the percentage of the evaluation represented by surveys.

Currently 7% of the evaluation is allotted to surveys.

1. Goals for Development

The goals of the District Principal Evaluation Committee (PEC) are based on the requirements of state statute ARS 15-203(A) (38) (See Appendix C – ARS 15-203(A)(38)) and the USP IV.H. (see above)

2. Elements of Evaluation as provided in the USP

The principal evaluation will consist of three major areas: principal performance, student growth (achievement data), and teacher surveys.

The principal performance component of the evaluation shall be based upon school achievement, climate and culture. Student growth is measured by state assessment. The elements are combined to obtain a final classification of: "Ineffective," "Developing," "Effective," or "Highly Effective." The teacher surveys are based on TUSD's School Quality Survey and Standards Assessment Index (SAI) which are given on an annual basis.

3. Process: consultation, review of research, testing/piloting, state constraints/requirements



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The PEC will conduct an analysis of 2014 Interstate School Leaders Licensure Consortium (ISLLC) Standards, the summary of Dr. Vickie Balentine, and the Diversity Responsive Principal Tool to identify culturally responsive practices within the ISLLC standards. The ISLLC standards address school culture and climate and the analysis of the above document will ensure this is reflected in the final principal evaluation process.

Appendix K: Characteristics of Culturally Responsive Teaching from the TUSD Curriculum Audit of 2013-14, will also be included in the analysis. (See Appendix D – TUSD Curriculum Audit Appendix K)

When evaluating principal performance, student level data and survey results, the four performance classifications described below will be used. The following descriptors were adopted by the Arizona State Board of Education in January, 2013, and cannot be modified.

Highly Effective

The principal consistently demonstrates the listed functions and other actions reflective of the leadership standards that are above and beyond stated expectations. Principals who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on existing strengths and find innovative ways to apply them for the benefit of the school and LEA. Specific comments (i.e., evidence, explanation) are required for rating a principal as Highly Effective. A Highly Effective *classification* means that performance is excellent.

Effective



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The principal demonstrates the listed functions reflective of the leadership standards most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when classifying one as *Effective* is that performance is very good. While there are areas remaining that require further development, an Effective classification is indicative of a valued principal. Expectations for this level will be determined at the initial principal conference with the evaluator.

Developing

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

Ineffective

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

4. Implementation



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The PEC work is approached collaboratively as a partnership between Education Leaders Inc. (ELI) and Tucson Unified School District (TUSD). The PEC meets on a regular basis to revise the principal evaluation process using the analysis as explained above.

5. Professional Development/Training

Training on the principal evaluation process includes, but is not limited to, the following components:

- Up to 12 hours introduction to the new ISLLC standards (Spring 2015)
- Up to 12 hours on the new process (Summer 2015)
- Up to six hours of training on Appendix J and Appendix K
- On-going integration with 15-16 ILA content

6. Evaluation / Possible revision process

The PEC meets on a regular basis to revise the principal evaluation process to ensure it is in accordance with state law and Unitary Status Plan. The goal of the committee is to provide a final draft of a revised principal evaluation process document by April 2015 for leadership review and provide feedback. The committee will seek Governing Board approval in May 2015.



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Appendices:

Appendix A: Dr. Vickie Balentine Summary

Appendix B: Diversity Response Principal Tool

Appendix C: ARS 15-203(A)(38)

Appendix D: Appendix K: Characteristic of Culturally Responsive Teaching

APPENDIX A

January 4, 2015

Memo To: Richard Foster, Director of Professional Development, TUSD

From: Vicki Balentine, Ph.D., USP Implementation Committee Member

Re: USP Components Necessary for inclusion in the revised Principal Evaluation Process and Instrument

Per our phone discussion with Dr. Hawley and Mr. Brown in December and as we discussed, I have reviewed the USP to identify specific issues for inclusion in the revised Principal Evaluation Process and Instrument. The areas below, while not exhaustive, stand out as critical for inclusion and assessment within the revised Principal Evaluation Process and Instrument.

The principal's performance in

- ✓ assessing teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy,
- ✓ creating school conditions, processes, and practices that support learning for racially, ethnically, culturally, and linguistically diverse students,
- ✓ using classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring,
- ✓ completing, implementing, and monitoring the school level implementation of District professional development (examples include those noted below)
 - classroom and non-classroom expectations,
 - changes to professional evaluations,
 - engaging students utilizing culturally responsive pedagogy,
 - proactive approaches to student access to ALEs,
 - the District's behavioral and discipline systems (including Restorative Practices, Positive Behavior Interventions and Supports, and amendments to the Guidelines for Student Rights and Responsibilities),
 - recording, collecting, analyzing, and utilizing data to monitor student academic and behavioral progress (including specific training on the inputting, accessing, and otherwise using the District's existing and amended data system)
 - working with students with diverse needs (including ELL students), and
 - providing clear, concrete, and accessible strategies for supporting thoughtful decision-making.

January 4, 2015

Re: USP Components Necessary for inclusion in the revised Principal Evaluation Process and Instrument

Page 2

- ✓ building and fostering professional learning communities (“PLCs”) among teachers, examples include
 - building regular structured time into teachers’ schedules to co-plan and collaborate and observe classrooms and teaching methods to provide constructive feedback so that best practices for student success can be increased and shared,
 - developing within- and across school networks to encourage expert teachers to both mentor their peers and share best practices in using culturally responsive pedagogy,
 - engaging in collaborative problem solving based on analyses of student performance, and
 - encouraging and providing space, resources, and support for constructive student-teacher, teacher-teacher, and teacher-family interactions.

In addition to observational and other relevant, reliable and valid student and school level data sources used in providing documentation within the revised Principal Evaluation Process and Instrument, the aggregated responses from student and teacher surveys developed by the District to protect the anonymity of survey respondents shall be included.

xc: Willis D. Hawley, Ph.D., Special Master

APPENDIX B

The Diversity Responsive Principal Tool

Introduction

There are dozens of different evaluation instruments being used to assess the performance of school principals. It appears that most of these performance assessments largely overlook the principal's responsibility to develop and implement policies and practices that enhance the academic success of students of diverse racial, ethnic, cultural and linguistic backgrounds. Of course, all students are likely to benefit from the work of effective school leaders. But researchers have identified school-level policies and practices that principals can influence that are particularly important to the academic success of diverse students.

The Diversity Responsive Principal Tool (DRPT) does not address dispositions of principals: it focuses on whether principals have taken actions to create and sustain opportunities to learn at high levels for all students. While these policies and practices are especially important for the academic success of diverse students, they will benefit all students. There is no necessary trade-off between equity and excellence in schools with highly effective leaders.

Principals who promote equity and excellence are effective in promoting the following: the nuanced monitoring of both outcomes and influences on learning, relevant professional development, access to and support for rigorous academic content, fair and sensible disciplinary practices, culturally and linguistically responsive family engagement, a multicultural curriculum, open and productive discussions of issues related to race and ethnicity, an inclusive school climate, and efforts to recruit and retain a diverse staff.

Of course, race and ethnicity are not the only dimensions of diversity. However, they are correlated in many cases with other influences on learning, including socioeconomic status, community and family cultures, and English language facility. Moreover, everyone is diverse in some way that is relevant to his/her own learning. Thus, by focusing on what principals should do to foster school conditions that are particularly important to the success of students from racially, ethnically, culturally and linguistically diverse backgrounds, we can learn about leadership behaviors that improve the learning opportunities and outcomes of all students.

The DRPT is intended to encourage attention to actions principals can take to improve the learning opportunities of all students. The DRPT is not, in isolation, intended to support summative judgments of principal performance. Given this formative purpose, the identified leadership behaviors are accompanied by: (1) an overview of research on the efficacy of these policies and practices for which principals are to be held accountable, and (2) resources relating to implementing these policies and practices that can be used to guide professional development or support discussions of the behaviors highlighted in the DRPT.

The Diversity Responsive Principal Tool

1. Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. Data on student academic performance are disaggregated by race, ethnicity, disability and language facility.</p> <p>b. Possible racial and ethnic differences in student achievement are continuously monitored.</p> <p>c. Differences in student performance within racial and ethnic groups are examined.</p> <p>d. Data are used to monitor possible racial and ethnic differences in disciplinary actions.</p> <p>e. Possible racial and ethnic differences in access to honors, advanced, or AP courses are monitored.</p> <p>f. Rigid grouping structures within classrooms (“ability” grouping) are avoided, and the racial, ethnic, and linguistic compositions of instructional groups within classrooms are continually considered.</p> <p>g. The number of referrals to special education of students of different racial, ethnic, and linguistic backgrounds is monitored regularly.</p>				

2. *Teachers' professional development opportunities include diversity-rich content that is integral to the teaching of academic content and helps teachers establish productive relationships with students.*

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. Professional development includes diversity-rich content that focuses on instruction in a particular subject area.</p> <p>b. Professional development helps teachers understand potential cultural mismatches between them and their students.</p> <p>c. Professional development helps teachers investigate and understand how students' race, ethnicity, social class and language might be related to their learning and behavior.</p> <p>d. Teachers are helped to understand how the overgeneralization of students' cultures can result in stereotyping and other unproductive teaching behaviors.</p> <p>e. Professional development helps teachers develop strategies to effectively teach students from different racial and ethnic groups.</p> <p>f. Professional development helps members of the school staff examine how their own beliefs and dispositions might affect their relationships with diverse students.</p> <p>g. Teachers are helped to understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students.</p> <p>h. Professional development facilitates open conversations about race.</p>				

3. *Students have access to rigorous academic content and the support they need to benefit from that access.*

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. All students have access to honors, advanced, and AP courses.</p> <p>b. Students at all levels of prior performance are challenged with rigorous curriculum.</p> <p>c. English language learners are engaged in challenging and mainstream curricula.</p> <p>d. Flexible grouping structures (as opposed to “ability” grouping) are used in classrooms.</p> <p>e. “Ability” grouping based on prior achievement is used sparingly and for a specific purpose.</p> <p>f. Struggling students are taught by experienced and qualified teachers.</p> <p>g. Programmatic resources are distributed equitably to meet the needs of struggling students.</p> <p>h. The school leader asserts and regularly reinforces the importance of ensuring that all students achieve at high levels.</p>				

4. *There are well understood processes in place to fairly adjudicate school rules, identify perceived inequities and interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.*

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. Fair and transparent processes exist for dealing with perceived inequalities and interpersonal conflict.</p> <p>b. Disciplinary policies remove students from the classroom to the least extent possible.</p> <p>c. The school has well publicized explicit and coherent policies that seek to ensure that all students and school staff do not experience discrimination based on ethnicity, race, language or social class.</p>				

5. *Family and community engagement strategies are well developed and give particular attention to engaging culturally and linguistically diverse families.*

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. Staff collaborates and builds relationships with community groups to improve school offerings.</p> <p>b. The school has a well-defined plan for engaging and communicating with non-English speaking families.</p> <p>c. Teachers collaborate with families to learn with and from them about how best to meet the academic needs of students.</p> <p>d. School leaders respect all members of the school community with respect and make a special effort to engage those who may feel less comfortable or more vulnerable in the school.</p> <p>e. Teachers are provided adequate time and resources to establish family and community connections.</p>				

6. *The school’s curriculum, while adaptive to student experiences and preferences for learning, provides opportunities to learn about different cultures and to interact with students of different races and ethnicities.*

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. The curriculum helps all students understand the unique historical and contemporary experiences of different racial and ethnic groups.</p> <p>b. Teachers use culturally relevant learning resources.</p> <p>c. The prescribed curriculum engages students in learning through interactions with students of different races and ethnicities.</p> <p>d. The school honors and makes use of home languages of students who speak a language other than English.</p> <p>e. Multicultural curricula avoid racial and cultural stereotyping.</p>				

7. *The school has processes in place to surface, discuss, and address issues related to students’ race and ethnicity that may concern discrimination, ineffective practice or interpersonal conflict.*

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. Staff regularly discuss how racial attitudes and beliefs affect student performance, family engagement, and collaboration.</p> <p>b. There is a school procedure in place to appropriately address and deal with racial tensions.</p> <p>c. Staff engage in problem solving to address problems related to racial and ethnic discrimination and inequities.</p>				

8. *School policies and practices reflect a commitment to inclusiveness as well as respect for the values and strengths of diverse racial and ethnic groups.*

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. The participation of students from diverse racial, ethnic, and linguistic backgrounds in extracurricular activities is representative of the larger student body.</p> <p>b. The participation of students from diverse racial, ethnic, and linguistic backgrounds in leadership positions is representative of the larger student body.</p> <p>c. The historic experiences, values, and on-going contributions of diverse groups are evident throughout the school.</p> <p>d. Parents, students, and staff exhibit respect for people of different racial, ethnic, or cultural backgrounds.</p> <p>e. Staff and students are encouraged and trained to be inter-culturally competent with each other.</p> <p>f. The staff has developed a shared commitment to issues of diversity.</p>				

9. *Efforts are made to recruit and retain a racially and ethnically diverse school staff.*

Actions of Diversity Responsive Schools	Never	Rarely	Often	Always
<p>a. The racial and ethnic composition of the faculty reflects the diversity of the student body.</p> <p>b. Attempts are made to recruit staff of color.</p> <p>c. Attempts are made to retain staff of color.</p>				

The Diversity Responsive Principal Tool: Examples of Supporting Research and Relevant Resources

1. Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.

Collecting and analyzing data on student test scores and dropout rates is commonplace. However, disaggregating outcomes by race and ethnicity needs to be more detailed than is required by state and federal policy because there are often big differences in student performance within broad ethnic categories such as Hispanic (Latino) or Asian. Research has shown that schools that use data to inform instruction and hold teachers accountable for student outcomes narrow the achievement gap (Guerrero, 2011). Data on student access to rigorous academic content are also needed. Differences in students' opportunities to learn exist due to grouping within classrooms for instruction, curricular differences, tracking, attendance issues, and disciplinary measures that remove students from class (Archibald & Keleher, 2008). If such data are to lead to school-wide improvement, collaborative decision-making and the willingness to discuss issues related to race and ethnicity are critical, though often difficult.

Students of racially, ethnically, and culturally diverse backgrounds are disproportionately referred to special education and retained. Historically, Black and Latino students have been over-identified as needing special education services (Office of Special Education and Rehabilitative Services, 2006). Reasons for disproportionate referrals include: 1) inadequate classroom instruction prior to referral; 2) inconsistent, vague or arbitrary special education assessment and placement policies; and 3) the lack of effective schooling options (Harry & Klingner, 2006). Minority and low-income students are also more likely to be suspended and retained than their White and more affluent peers (Drakeford, 2006; Texas Education Agency, 1996). Research has consistently shown that retention, as commonly implemented, has a negative impact on achievement and socio-emotional adjustment and that it does not help most students "catch up" (Jimerson, 2001). There is also a relationship between retention and dropping out: students who are retained in elementary grades have a higher probability of dropping out of high school (Ou & Reynolds, 2010). Thus, potential disproportionalities in special education and retention data need to be monitored.

Relevant Resources

On using data:

a. This guide to using data in school improvement efforts is a compilation of knowledge from data retreats and data use at Learning Point Associates.

<http://curry.virginia.edu/fipselibrary/guide-using-data-school-improvement-efforts>

b. This article provides recommendations for educators and school leaders to effectively use data to monitor students' academic progress and to evaluate instructional practices.

<http://curry.virginia.edu/fipselibrary/using-student-achievement-data>

c. This equity audit is a practical tool that school leaders can employ to develop a more equitable school.

<http://curry.virginia.edu/fipselibrary/equity-audit>

On disproportionality in special education:

d. This brief explains how to measure and understand the problem of disproportionate representation of minority students in special education.

<http://curry.virginia.edu/fipselibrary/how-measure-disproportionate-representation-special-education>

e. This legal brief discusses the overrepresentation of diverse students in special education programs.

<http://curry.virginia.edu/fipselibrary/overrepresentation-culturally-and-linguistically-diverse-students-special-education>

f. The article explains the relationship between race, disability, and overrepresentation in special education programs.

<http://curry.virginia.edu/fipselibrary/race-disability-and-overrepresentation>

On disproportionality in disciplinary actions:

g. This brief discusses racial disproportionality in school disciplinary practice.

<http://curry.virginia.edu/fipselibrary/racial-disproportionality-school-disciplinary-practices>

2. *Teachers' professional development opportunities include diversity-rich content that is integral to the teaching of academic content and helps teachers establish productive relationships with students.*

The quality of teaching students experience is the single most important school-based influence on student learning (Lewis, 2009; Rice, 2003). Sometimes, diversity-related professional development assumes that a focus on teacher awareness and dispositions is adequate to improve instruction and student learning. However, teachers need to master diversity-related pedagogical skills, including those that are content specific, if they are to enhance the learning of racially and ethnically diverse students. Moreover, teachers need to know how to build productive interpersonal relationships across student subgroups. The difficulty of developing such relationships, which are essential to student motivation, is often underestimated. And the importance of these caring relationships to student success appears to be greater among many students of color than they are for White and Asian students (Ferguson, 2002).

Aspects of what might be called diversity-rich content of professional development include, but are not limited to, learning activities that help teachers:

- investigate and understand how students' race, ethnicity, social class and language might be related to their learning and behavior.
- understand how the overgeneralization of characteristics of students' cultures can result in stereotyping and other unproductive teaching behaviors.
- examine how their own beliefs and dispositions might affect their relationships with diverse students.
- understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students.
- know how to mediate the effects of stereotype threat experienced by students.

- develop the knowledge and skills to adapt instruction to the needs and experiences of students from different racial and ethnic backgrounds.

Relevant Resources

On teacher perceptions of culture:

a. This is the facilitator's guide for the Teaching Diverse Students Initiative's Common Beliefs Survey, which addresses racial assumptions and misconceptions of teachers and helps teachers develop racial awareness.

<http://curry.virginia.edu/fipselibrary/common-beliefs-survey-facilitators-guide>

b. This activity helps teachers assess their own perceptions about their students' abilities.

<http://curry.virginia.edu/fipselibrary/educator-check-abilities>

c. This activity helps teachers assess their own understandings of culture.

<http://curry.virginia.edu/fipselibrary/educator-check-culture>

d. This activity helps teachers gauge their perceptions about their students' effort and motivation.

<http://curry.virginia.edu/fipselibrary/educator-check-effort>

e. This activity helps teachers assess their own cultures as well as the different cultures of their students.

<http://curry.virginia.edu/fipselibrary/features-culture>

f. This activity explores how cultural values of individualism and collectivism manifest in the classroom.

<http://curry.virginia.edu/fipselibrary/mismatches-cultural-expectations>

g. This video discusses why teachers should share their own racial experiences with older students.

<http://curry.virginia.edu/fipselibrary/teacher-led-discussions-race>

h. This article explores the relationship between cultural identity and teaching.

<http://curry.virginia.edu/fipselibrary/cultural-identity-and-teaching>

i. This video provides advice to teachers who want to address their own biases and prejudices.

<http://curry.virginia.edu/fipselibrary/addressing-personal-biases-and-prejudices>

j. This video encourages teachers to examine their reactions to their students, cautioning them to identify biases that may impact their assumptions about those children.

<http://curry.virginia.edu/fipselibrary/teacher-bias-and-perceptions-student-behavior>

On instructional strategies:

k. This video discusses that teachers must show that they care for their students, particularly while teachers hold high expectations of their students' academic achievement.

<http://curry.virginia.edu/fipselibrary/showing-caring-while-having-high-expectations>

l. This article outlines five standards of effective pedagogy for teachers.

<http://curry.virginia.edu/fipselibrary/five-standards-effective-teaching-pedagogy>

m. This resource provides an introduction to differentiated instruction as well as references to other resources.

<http://curry.virginia.edu/fipselibrary/differentiated-instruction>

n. This video explains why teachers should not think of learning styles to categorize all members of a cultural group.

<http://curry.virginia.edu/fipselibrary/cautionary-issues-learning-styles>

o. This video makes a case that assessment for racially, culturally and ethnically diverse students needs to involve multiple measures of robust forms of learning.

<http://curry.virginia.edu/fipselibrary/involving-multiple-measures-assessment>

p. It is important to recognize the individual characteristics of each child, rather than thinking of the child only in terms of his/her racial or cultural identity.

<http://curry.virginia.edu/fipselibrary/getting-know-students-individuals>

3. *Students have access to rigorous academic content and the support they need to benefit from that access.*

Students from low-income families are more likely to get a larger proportion of their learning opportunities from school than students from higher-income homes (Raudenbush, 2008). And, of course, English language learners are heavily dependent on schools for their academic learning opportunities. However, for a host of reasons – some the consequence of well-meaning instructional practices that effectively dumb-down the curriculum, some related to biases and misconceptions, and some because students are sometimes reluctant to seek rigorous curricula – students of color are often less likely than white students and many Asian-descent students to be engaged in more rigorous coursework.

Among the issues here include how students are selected for gifted and talented programs, honors courses, and AP courses and whether students of color have access to and support to succeed in advanced courses (Barton & Coley, 2009, p.10). Decisions that receive less attention than tracking, however, are how students are grouped for instruction within classrooms. One of the more common ways that students experience different levels of academic rigor is that they are grouped by "ability" within classrooms; (students are invariably grouped by prior achievement, not ability). Grouping is a common and often necessary practice. Grouping can be effective when it is targeted to specific goals with progress assessed continuously and when all students are held to high standards of performance. Research is clear that tracking (formal or informal) and inflexible ability grouping disadvantages most students (Hawley, 2007). On the other hand, there is evidence that very high achieving students can benefit from learning in academically homogeneous groups. The resolution of this conundrum resides in flexibility and teacher expertise in managing the instruction of diverse students. One might expect diversity responsive schools to facilitate learning in diverse classrooms through strategies such as cooperative learning (Cooper & Slavin, 2004); peer-mediated instruction (Fuchs & Fuchs, 2009); and differentiated instruction (Tomlinson, 2003).

Relevant Resources

On grouping for instruction and tracking:

a. This video describes the characteristics of productive cooperative learning, including the goal that every member of the group achieves success.

<http://curry.virginia.edu/fipselibrary/basics-cooperative-learning>

b. Flexible grouping is a way to allow children to learn from each other and to move among groups based on their learning needs.

<http://curry.virginia.edu/fipselibrary/benefits-flexible-grouping>

c. This video explains the importance of allowing students to participate in a variety of groups, especially heterogeneous groups based on student interests.

<http://curry.virginia.edu/fipselibrary/benefits-heterogenous-grouping>

d. This paper outlines some of the consequences of tracking and "ability" grouping in racially and ethnically diverse schools.

<http://curry.virginia.edu/fipselibrary/consequences-tracking-and-ability-grouping>

e. Excessive grouping has persisted despite evidence that it can be and often is counter-productive.

<http://curry.virginia.edu/fipselibrary/excessive-grouping-can-be-counter-productive>

f. Cooperative learning enables teachers to effectively teach a broad range of children.

<http://curry.virginia.edu/fipselibrary/expanded-reach-cooperative-learning>

g. This article provides guidance and suggestions on how to group students in detracked classrooms, where student ability is mixed.

<http://curry.virginia.edu/fipselibrary/grouping-detracked-classrooms>

h. This research brief explains why grouping practices are prevalent in high schools and outlines some of the consequences of tracking.

<http://curry.virginia.edu/fipselibrary/grouping-practices-high-school>

i. There is little evidence to support the fundamental theories underlying ability grouping that is not limited and tightly focused on specific learning needs.

<http://curry.virginia.edu/fipselibrary/lack-research-efficacy-ability-grouping>

j. Six teachers at an urban public high school that historically disavowed tracking met monthly to discuss deeply rooted notions of ability and intelligence for detracking reform. This research brief summarizes case studies of three of the six teacher participants, whose conceptions of tracking provide insight into some of the complex notions of tracking operating at the practitioner level in schools.

<http://curry.virginia.edu/fipselibrary/teacher-perspectives-grouping-practices>

On teacher expectations:

k. This video encourages teachers to challenge traditional forms of remediation by adding more rigor and support for students.

<http://curry.virginia.edu/fipselibrary/challenging-traditional-forms-remediation>

l. Too often, educators have a deficit view of the experiences students bring with them to school.

<http://curry.virginia.edu/fipselibrary/debunking-deficit-views>

m. This activity helps teachers assess their own perceptions about their students' abilities.

<http://curry.virginia.edu/fipselibrary/educator-check-abilities>

n. High expectations for student learning need to be matched by high levels of support to achieve high academic goals.

<http://curry.virginia.edu/fipselibrary/high-expectations-need-high-levels-support>

o. Teachers' negative stereotypes of Black students predispose them to believe that those students cannot achieve at high academic levels.

<http://curry.virginia.edu/fipselibrary/stereotype-threat>

On English language learners:

p. This framework provides practical suggestions for how to effectively teach English language learners.

<http://curry.virginia.edu/fipselibrary/cultural-linguistic-and-ecological-framework-response-intervention-english-language-learners>

q. This article provides an overview of the current research on instructional practices of English language learners and outlines some best practices.

<http://curry.virginia.edu/fipselibrary/practices-english-language-learners>

r. The distinction between basic interpersonal communication skills and cognitive academic language proficiency may no longer be useful in dealing with young English Language Learners. Some things that teachers can do to help students learn English are suggested.

<http://curry.virginia.edu/fipselibrary/second-language-acquisition-and-proficiency-standards>

s. This informative article explains the needs of English language learners and provides teachers with practical strategies for helping students achieve English language acquisition.

<http://curry.virginia.edu/fipselibrary/understanding-english-language-learners-needs-and-language-acquisition-process>

t. This video explains why teachers should assess their ELL students in both of their languages and in a variety of performance metrics.

<http://curry.virginia.edu/fipselibrary/tips-assessing-ell-students>

4. There are well understood processes in place to fairly adjudicate school rules, identify perceived inequities and interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.

Many teachers struggle with classroom management and how to deal with what they view as disorderly and disruptive behavior. How teachers meet these challenges affect student motivation and opportunities to learn.

Students of color are much more likely than their White peers to be disciplined (Gay, 2006). Students of color may also be more distrustful of authority and respond defensively to criticism and disciplinary action (Cohen, 2008; Noguera, 2008; Carter, 2008). Many disciplinary practices effectively reduce student learning time and this is especially true of suspension (Losen & Skiba, 2010). Thus, rules governing student behavior need to be clear and openly discussed and disciplinary action processes should be characterized by fairness and transparency. The best way to deal with the potential of disruptive behavior is to prevent it through strategies such as positive behavioral supports.

Relevant Resources

a. This brief discusses racial disproportionality in school disciplinary practice.

<http://curry.virginia.edu/fipselibrary/racial-disproportionality-school-disciplinary-practices>

b. This book chapter discusses what discipline is for and how to connect students to the benefits of learning.

<http://curry.virginia.edu/fipselibrary/purpose-discipline>

5. *Family and community engagement strategies are well developed and give particular attention to engaging culturally and linguistically diverse families.*

An effective family engagement program reaches out to engage families in direct support of their children's learning (Boufford, et al., 2009). It is not surprising that some family members who have limited education or who have experienced discrimination may be distrustful and even confrontational. This conflict can cause teachers to back away from their students' families. Nonetheless, to develop the trust of family members and to deeply understand students, it is helpful for teachers to get to know and to engage their students' families outside the school. This is a tall order for teachers, and it requires school level commitment and time for such engagement – more than parent-teacher conferences once a quarter – as well as help with communicating with families with limited English.

Relevant Resources

On school-family connections:

a. This form can be used to assess the school climate for developing family and community partnerships.

<http://curry.virginia.edu/fipselibrary/assessing-school-partnerships>

b. This video discusses ways to include all parents in the school community, rather than judging parents who stay away from the school.

<http://curry.virginia.edu/fipselibrary/including-all-parents-school-community>

c. This policy brief analyzes factors related to the implementation of effective parental involvement with English Language Learners (ELLs).

<http://curry.virginia.edu/fipselibrary/promoting-ell-parental-involvement-challenges-contested-times>

d. This paper discusses diversity in the context of school, family, and community connections.

<http://curry.virginia.edu/fipselibrary/school-family-community-connections>

e. This video explains the principal's role in encouraging family involvement.

<http://curry.virginia.edu/fipselibrary/principals-role-encouraging-family-involvement>

On teacher-family connections:

f. This video explains why teachers need to develop the capabilities to engage in cross-cultural interactions with families.

<http://curry.virginia.edu/fipselibrary/enhancing-teachers-cross-cultural-communication-skills>

g. This video discusses why teachers need to enlist the involvement of their students' parents, rather than assume that parents do not care about their children's education.

<http://curry.virginia.edu/fipselibrary/enlisting-parents-help>

h. This video discusses families' funds of knowledge, which refer to the bodies of knowledge, skills, competencies, and trades that exist in households.

<http://curry.virginia.edu/fipselibrary/funds-knowledge>

i. This video explains that teachers need to go into communities, visit families, and respectfully learn the literacy practices of their students.

<http://curry.virginia.edu/fipselibrary/how-teachers-can-learn-communities-and-parents>

j. This document helps teachers have more productive parent interviews.

<http://curry.virginia.edu/fipselibrary/parent-interviews>

6. *The school's curriculum, while adaptive to student experiences and preferences for learning, provides opportunities to learn about different cultures and to interact with students of different races and ethnicities.*

An effective multicultural curriculum not only provides students opportunities to learn about different cultures but uses learning resources that are “culturally familiar” to diverse students (Goldenberg, Rueda & August, 2006, p.293). A multicultural curriculum is important to being a well-educated person but, in itself, does not transform students’ preconceived beliefs about different races and ethnic groups. To have such an effect, a curriculum – and the related instructional practices – need to engage students in inter-group relationships and learning (Stephan, Renfro & Stephan, 2004).

One of the challenges facing educators who develop and use multicultural curricula is to avoid over-generalizing about the culture of students typically categorized by common racial and ethnic identities. How a multicultural curriculum is taught may be more important than the curriculum itself.

Relevant Resources

- a. This brief argues that culturally relevant teaching is simply good teaching for all students. <http://curry.virginia.edu/fipselibrary/case-culturally-relevant-pedagogy>
 - b. This article shows how one culturally responsive teacher developed students' higher order thinking skills by drawing on student interests and prior knowledge. <http://curry.virginia.edu/fipselibrary/example-culturally-responsive-teaching>
 - c. This research brief provides seven strategies to support a culturally responsive pedagogy. <http://curry.virginia.edu/fipselibrary/culturally-responsive-instructional-strategies>
 - d. This is facilitator's guide for Teaching Diverse Students Initiative's Culturally Relevant Pedagogy Primer, which provides an introduction to culturally relevant pedagogy. <http://curry.virginia.edu/fipselibrary/culturally-relevant-pedagogy-primer-facilitators-guide>
 - e. This research brief discusses how students' social discourse is a bridge to literacy. <http://curry.virginia.edu/fipselibrary/culturally-relevant-and-sensitive-pedagogy>
 - f. This brief outlines specific activities for becoming a culturally responsive teacher and for culturally responsive instruction. <http://curry.virginia.edu/fipselibrary/addressing-diversity-schools-culturally-responsive-pedagogy>
 - g. This article discusses the consequences of spotlighting and ignoring racially and ethnically diverse students in the classroom. <http://curry.virginia.edu/fipselibrary/spotlighting-and-ignoring-racially-and-ethnically-diverse-students>
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7. *The school has processes in place to surface, discuss, and address issues related to students' race and ethnicity that may concern discrimination, ineffective practice or interpersonal conflict.*

We live in a society in which issues of race are pervasive for a host of economic, social and political reasons. Not surprisingly, there will be intergroup tensions in many schools. Concern about such tensions, and uncertainty about inter-cultural competence, can lead to educators' denial about the relevance of race or unwillingness to discuss perceptions that may be interpreted as racist. For these reasons, school communities need to discuss how racial attitudes and beliefs, even those that are well meaning, might be affecting student performance, professional collaboration and family engagement. Some issues that appear to be racial will turn out not to be, but a trusting and respectful learning community is critical in creating open discussions around race that lead to problem solving.

Relevant Resources

a. Teachers and administrators should be clear and explicit about the need to discuss race.

<http://curry.virginia.edu/fipselibrary/leaders-role-discussing-race>

b. This video explains the importance of promoting trust in group discussions of race and social class.

<http://curry.virginia.edu/fipselibrary/promoting-trust-race-dialogue>

c. This video explains how discussing race depends on honesty and the will to engage in these conversations.

<http://curry.virginia.edu/fipselibrary/how-talk-about-race>

d. Talking openly and respectfully about racial issues in schools is essential but not everything that seems related to race may be.

<http://curry.virginia.edu/fipselibrary/exploring-what-related-race-and-what-isnt>

e. This guide outlines essential principles for reducing racial and ethnic prejudice in any program.

<http://curry.virginia.edu/fipselibrary/strategies-reducing-racial-and-ethnic-prejudice>

8. *School policies and practices reflect a commitment to inclusiveness as well as respect for the values and strengths of diverse racial and ethnic groups.*

Extracurricular activities should be responsive to the interests of all student groups, and, at the same time, efforts should be made to encourage students of all races and ethnicities to participate in a broad range of activities. Student connectedness to school and a positive school climate have been identified as factors that support academic performance, attendance and behavior (Weiss, Cunningham, Lewis, & Clark, 2005; Center for Disease Control and Prevention, Division of Adolescent and School Health, 2009). Schools that provide opportunities for student leadership and recognize student contributions enhance that connectedness. School policies or traditions may inadvertently impose requirements that limit the number of students who can compete for elected positions or serve in leadership positions. This can result in decreased levels of student connectedness and negatively impact school climate (McNeely, Nonnemaker & Blum,

2002). In racially and ethnically diverse schools, extracurricular activities may be opportunities for interracial contact in positive settings of shared interest (Brawarsky, 1996; Denson, 2009; Slavin, 1995; Cohen, 2004). Such activities can also be opportunities for curricular enrichment and the development of leadership and social skills that ultimately contribute to student academic success.

In diversity-responsive schools, the historic experiences, values, and on-going contributions of diverse ethnic, racial, linguistic groups are evident throughout the school, including public displays, classroom environments and the library. For example, the diversity of the student body is represented in the trophy cases, student work, poster boards and other public places and classrooms. And, in depicting the heritage of different groups, stereotyping that uses "traditional" characterizations is avoided and contemporary experiences and achievements are encompassed.

Relevant Resources

- a. This article discusses how to create a school environment in which every child can succeed.
<http://curry.virginia.edu/fipselibrary/belonging-necessary-learning-0>
- b. This research brief explains how school leaders can achieve racial and ethnic harmony within their schools.
<http://curry.virginia.edu/fipselibrary/how-school-leaders-achieve-racial-and-ethnic-harmony>
- c. This article discusses the school leader's role in creating an inclusive school environment.
<http://curry.virginia.edu/fipselibrary/school-leadership-inclusion>

9. Efforts are made to recruit and retain a racially and ethnically diverse school staff.

More than 75 percent of teachers and school administrators are White. This reality means that it is often not possible to have a racially and ethnically diverse school staff, especially one that represents the racial and ethnic diversity of a given school. Do students learn more from teachers of their own race? While research is thin, the research indicates that the racial and ethnic fit between students and teachers is correlated with student performance (Rivkin, Hanushek & Kain, 2006). But other factors may matter more. There is evidence that teachers of color are less likely to overreact to student behaviors and thus are less likely to take disciplinary action that removes students from the classroom (Gay, 2006). Moreover, staff diversity may provide students of color with positive role models and allow students to witness positive interracial interactions.

Relevant Resources

- a. This guide provides information on the different ways to recruit minority teachers.
<http://curry.virginia.edu/fipselibrary/recruiting-minority-teachers>
- b. This article discusses the unintended consequences of the Brown v. Board of Education decision on the employment status of Black educators.
<http://curry.virginia.edu/fipselibrary/impact-brown-v-board-education-decision-employment-status-black-educators>

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APPENDIX C

ARS §15-203 (A)(38) Adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three per cent and fifty per cent of the evaluation outcomes. On or before December 1, 2012, the framework shall include four performance classifications, designated as highly effective, effective, developing and ineffective, and guidelines for school districts and charter schools to use in their evaluation instruments. The state board of education shall adopt best practices for professional development and evaluator training. The state board of education may periodically make adjustments to align the model framework for teacher and principal evaluations with assessment or data changes at the state level. School districts and charter schools shall use an instrument that meets the data requirements established by the state board of education to annually evaluate individual teachers and principals beginning in school year 2012-2013. By school year 2013-2014, school districts and charter schools shall adopt definitions for the performance classifications adopted by the state board of education in a public meeting and apply the performance classifications to their evaluation instruments in a manner designed to improve principal and teacher performance. For charter holders, the principal evaluation instrument applies to each charter school's instructional leader whose primary responsibility is to oversee the academic performance of the charter school. This paragraph does not apply to an officer, director, member or partner of the charter holder. The school district governing board shall discuss at a public meeting at least annually its aggregate performance classifications of principals and teachers.

APPENDIX D

Appendix K

Characteristics of Culturally Responsive Teaching Tucson Unified School District January 2014

- 1. The teacher consistently compares and contrasts different cultures, languages, experiences, and values with the dominant community cultures in the classroom, regardless of the content area.**

The teacher consistently allows students the opportunity to discuss their own and their families' experiences, values, and cultural experiences during the course of lessons and activities, within a context of acknowledging differences and similarities with the predominant community culture. The teacher displays an attitude of appreciating differences, presenting them in a positive light. This is a consistent approach every day, during various lessons or classroom scenarios.

- 2. Actively researches different cultural perspectives and examples connected to instructional content and incorporates these into classroom lessons and discussions.**

The teacher actively seeks examples, from his/her students' own representative cultures as well as from other cultures, that tie into classroom lessons and discussions. For example, in a lesson on basic mathematical algorithms (division/multiplication), the teacher researches common global approaches to the same and introduces them in the classroom.

- 3. Involves students, parents, and the community in contributing to cultural awareness and appreciation.**

Whenever possible, the teacher invites contributions from students, parents, and the community at large in learning activities that focus on curriculum content being taught with diverse cultural perspectives.

- 4. Facilitates and encourages students to discuss concepts and new learnings in their native language in earlier stages of language development (not translating).**

When possible or desirable, the teacher allows small groups or pairs of students to discuss new learnings in their native language, to assure understanding of key curriculum concepts and vocabulary. For example, when reading a novel in class, students are occasionally grouped by native language to allow discussion of the plot and themes in the book, so students' comprehension is supported.

This approach is not to be confused with translating for students, although occasional translation (among students only) is acceptable. The teacher also allows students to contribute to classroom discussions in their native language if their English is not yet strong enough, with another student translating. This enables all students to contribute to discussions and activities.

- 5. Incorporates cross-language, as well as cross-cultural, comparison and development.**

The teacher facilitates comparing languages and cultures in a deliberate way. For example, word walls, graphic organizers, and concept maps may be used with bilingual terms and expressions.

- 6. Respects and values student input and frequently (daily) elicits student involvement and supports their personal connection to the learning.**

Students are always encouraged to contribute to classroom activities and discussions, sharing personal experiences that relate to new content. Such approaches also support scaffolding of curriculum content and make learning more personally relevant.

- 7. Respects students' affective needs with regard to participation and involvement in classroom activities and discussions, particularly during the early stages of English development.**

The teacher allows students periods of silence or non-involvement, if a student feels uncomfortable participating or is struggling with communication issues. Such scenarios can be extremely stressful to children and emotionally challenging, and the teacher responds accordingly with sensitivity and tolerance. Every student is unique and should be encouraged but never forced to participate in every activity. Consider alternative forms of involvement if the activity is a type of assessment.

ATTACHMENT 2

Brown, Samuel

From: Willis D. Hawley <wdh@umd.edu>
Sent: Thursday, February 26, 2015 6:19 PM
To: Rubin Salter, Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov); TUSD; Desegregation
Cc: Balentine, Vicki Eileen - (vbalenti)
Subject: Comments on TUSD Principal Evaluation Plan
Attachments: USP Principal Eval Plan BH Comments (2).docx

Please see my comments, developed in consultation with IC member Vicki Balentine, on the proposed principal evaluation plan. Bill

Willis D. Hawley
Professor of Education and Public Policy
University of Maryland
Senior Advisor
Southern Poverty Law Center

February 27, 2015

To: Parties

From: Bill Hawley

Re: Comments on TUSD Plan for Principal Evaluation

Overview

My comments focus on the following components of the principal evaluation proposal: instruments used to measure performance, professional development/training, evaluation and timelines. The development of the principal evaluation process and instruments is apparently in its early stages.

Assessing Principal Performance

The TUSD principal evaluation plan (PEP) says that principal evaluation will consist of three major areas: principal performance, student growth and teacher surveys. The USP requires that student surveys be used as well.

The PEP, as well as state regulations, about how performance will be measured includes “student academic progress” (specified to count between a third and half of the points awarded for principal effectiveness). But, how academic progress will be measured is not specified. No doubt, the policymakers had student test scores in mind as a focus and the District seems to have accepted this assumption. However, in addition to student test scores, other measures of progress could be just as useful and valid measures principal performance. Such measures might include rates of retention, dropout and, for high schools, graduation. Arguably attendance, discipline and family engagement related to student learning might also be considered as academically related measures but it is unclear whether or not they could be used to assess principal effectiveness.

See:

Fact Sheet Summary – Arizona Framework to Measure Educator Effectiveness

<http://www.azed.gov/teacherprincipal-evaluation/files/2012/04/framework-factsheet.pdf>

Complete Framework - Arizona Framework to Measure Educator Effectiveness

<http://www.azed.gov/teacherprincipal-evaluation/files/2014/04/2014-15framework.pdf?20150112>

The District has used an observational instrument in the past and one assumes it will develop such an instrument for the future. Who will administer this instrument and how they will be trained is not described in the PEP. The PEP says that principal performance will be based on school achievement, climate and culture. Climate and culture are very difficult to measure using an observational protocol administered by a person who may be in the school three or four times during the year. Climate and culture are, in any event, inherently difficult to measure objectively, as research on this matter makes clear. That is why the Diversity Responsive Principal Tool (see appendix B) focuses on conditions in schools that are the artifacts of climate and culture. Paired to an observational protocol, teacher and student surveys are particularly useful ways to assess climate and culture.

Finally, PEP should specify the weights to be assigned to different measures of principal performance. For reasons implied above teacher and student surveys should play a significant role.

Professional Development/Training

The PEP does not provide or describe any training for those who will be evaluating principals, much less describing training and/or procedures for assuring inter-rater reliability.

The measures used in the PEP should identify what principals need to know and be able to do in order to enhance teacher effectiveness and student learning. It follows that the training related to the PEP should deal with this content. It is not clear that the proposed training for principals will do this.

First, the PEP says that 12 hours will be devoted to an introduction to the ISLLC (the Interstate Leadership Licensure Consortium) Standards. While the ISLLC Standards should inform the development of the evaluation instrument the instrument should not be the ISLLC standards.

Second, the PEP says there will be 12 hours for training on the new process. Surely, principals don't need 12 hours to know what process is. Knowing about the process will not make them better principals.

Third, the PEP says that six hours of training will be on Appendices J and K. These appendices, however, deal with teacher behaviors. Of course, principals will be involved in the evaluation of teachers but the practices about which teachers are supposed to be proficient are to be defined by the teacher evaluation instrument not by these two appendices.

Training is to be embedded in the instructional Leaders Academy content.

There is no mention here of training principals to engage in the practices required by the USP (see Appendix A) although these may be embedded in the in evaluation instrument to be developed.

As with the teacher evaluation plan, the proposed professional development does not appear to align very well with the principles that the District has identified as characteristics of effective professional development.

The scope of capabilities required of principals is quite broad and principals will vary considerably in their mastery of these capabilities. The most effective approach to professional development, and the one most likely to engage principals--who often think that there are more urgent and better things to do than participate in further training—is to target training based on the initial round of evaluations that presumably would identify individual principals' strengths and weaknesses. Principals who are particularly strong with respect to certain aspects of the behaviors to be evaluated could become sources of professional development for others.

There is also no discussion in the PEP about how principals who have low ratings on the evaluation will be helped to improve or will over time be removed from their leadership positions if they don't improve.

Evaluation of the PEP

There is no discussion of the evaluation of the evaluation process or whether the new evaluation instrument will be piloted.

Timelines

It appears there is substantial work yet to be done to actually develop a viable principal evaluation process. Given the shortcomings identified above, it would seem appropriate to submit a revision of the PEP to the plaintiffs and the special master prior to submission to the Governing Board.

ATTACHMENT 3

Brown, Samuel

From: Juan Rodriguez <jrodriguez@MALDEF.org>
Sent: Friday, March 20, 2015 9:35 AM
To: Willis D. Hawley; William Brammer; Tolleson, Julie; Brown, Samuel; Taylor, Martha; Zoe Savitsky; Anurima Bhargava; James Eichner; Rubin Salter Jr.
Cc: Thompson, Lois D.; Desegregation; TUSD
Subject: Mendoza Plaintiffs' Comments on Principal Evaluation Plan
Attachments: Mendoza Plaintiffs Comments on TUSD PEP 3.20.15.pdf

Dear Special Master Hawley and Counsel,

Please find attached Mendoza Plaintiffs' comments on TUSD's principal evaluation plan.

Juan Rodriguez | Staff Attorney

MALDEF | www.maldef.org
634 South Spring Street, 11th Floor, Los Angeles, CA 90014
213.629.2512, ext. 136 t / 213.629.0266 f
jrodriguez@maldef.org

MALDEF: The Latino Legal Voice for Civil Rights in America.

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Mendoza Plaintiffs' Comments and Objections to TUSD's Principal Evaluation Plan

March 20, 2015

On February 19, 2015, the District provided the Plaintiffs and Special Master with its Principal Evaluation Plan ("PEP") under the Court's January 30, 2015 Order [Doc. 1760]. On February 26, 2015, Special Master Hawley provided his comments to the PEP. As discussed further below, the PEP falls far short of complying with USP Section IV, H, and needs substantial further development.

Rather than detail each deficiency Mendoza Plaintiffs have identified with the PEP, they state that they agree with Special Master Hawley that the PEP lacks clarity with respect to each measure the District states that it will include in the principal evaluation tool. There is no indication of how each of principal performance (including components within the principal performance measure), student academic achievement, principals' use of classroom and school level data, and teacher surveys will weigh in the principal evaluation tool. They further agree with the Special Master that the PEP lacks necessary descriptions of what will be used to measure academic achievement, how school culture and climate will be measured, who evaluators will be and what training they will receive, the evaluation process, and how underperforming principals will be identified and provided with professional support.

Mendoza Plaintiffs found Dr. Baletine's report regarding "USP Components Necessary for inclusion in the Revised Principal Evaluation Process and Instrument," attached to the PEP and appendix A, to adequately capture the requirements of the USP for the principal evaluation tool and to underscore the significant development still required of the PEP.

USP Section IV,H,1,(i),(II) requires that the principal evaluation tool give adequate weight to "efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students." Mendoza Plaintiffs believe that assessments included in the Diversity Responsive Principal Tool ("DRPT"), provided by the Special Master and attached to the PEP as appendix B, exemplify the use of the culturally responsive pedagogy ("CRP") that underlies USP Section IV,H,1,(i),(II). However, it appears from the PEP that the District intends to use the ISLLC standards as the principal evaluation tool as it inaccurately describes the DRPT as "identif[y]ing] culturally responsive practices within ISLLC" and indicates that its committee will use it "to identify culturally responsive practices within the ISLLC standards." From Mendoza Plaintiffs review of the ISLLC standards, it is clear that those standards do not support CRP and do not comply with the USP. Therefore, if Mendoza Plaintiffs are accurately reading the PEP, they believe that it is inappropriate for the District to use the DRPT to make what is likely to be tenuous connections between the ISLLC standards and CRP. It is necessary that the measures in the principal evaluation tool clearly incorporate CRP practices to comply with the USP

and adequately inform principals of what they are being evaluated on. Mendoza Plaintiffs therefore object and strongly agree with the Special Master that “[w]hile the ISLLC Standards should inform the development of the evaluation instrument[,] the instrument should not be the ISLLC standards.”

Last, Mendoza Plaintiffs believe that the professional development proposed in the PEP does not directly relate to the necessary training principals will need to understand what they will be evaluated on, and reflects that the PEP is in need of further development. A sum of 30 hours for training on ISLLC standards, “the new process,” and appendices J and K (relating to culturally responsive *teaching*) does not appear to include the necessary and appropriate training principals will need, and the PEP leaves Mendoza Plaintiffs unclear about the adequacy of the proposed “[o]n-going integration with 15-16 ILA content” training or how much of that training principals would receive.

ATTACHMENT 4

Brown, Samuel

From: Taylor, Martha
Sent: Friday, April 3, 2015 2:08 PM
To: Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Willis D. Hawley; Zoe Savitsky
Cc: Desegregation; Tolleson, Julie; RLL; Foster, Richard
Subject: Revised Teacher and Principal Evaluation Plans
Attachments: FINAL_Teacher Evaluation 04.01.15.pdf; FINAL Principal Eval Document.pdf

Dr. Hawley and counsel: Please find attached the revised Teacher Evaluation Plan and Principal Evaluation Plan.

Thank you.

Martha G. Taylor MA, JD

Interim Sr. Director of Desegregation

Tucson Unified School District

520-225-3200

martha.taylor@tusd1.org

PRINCIPAL EVALUATION PROCESS

**A Tucson Unified School District
Model for Measuring Educator
Effectiveness**

**Adapted from Arizona Department
of Education Model for Measuring
Educator Effectiveness**

**APRIL 2013
Revised April 2015**

TUSD

ACKNOWLEDGEMENTS

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

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

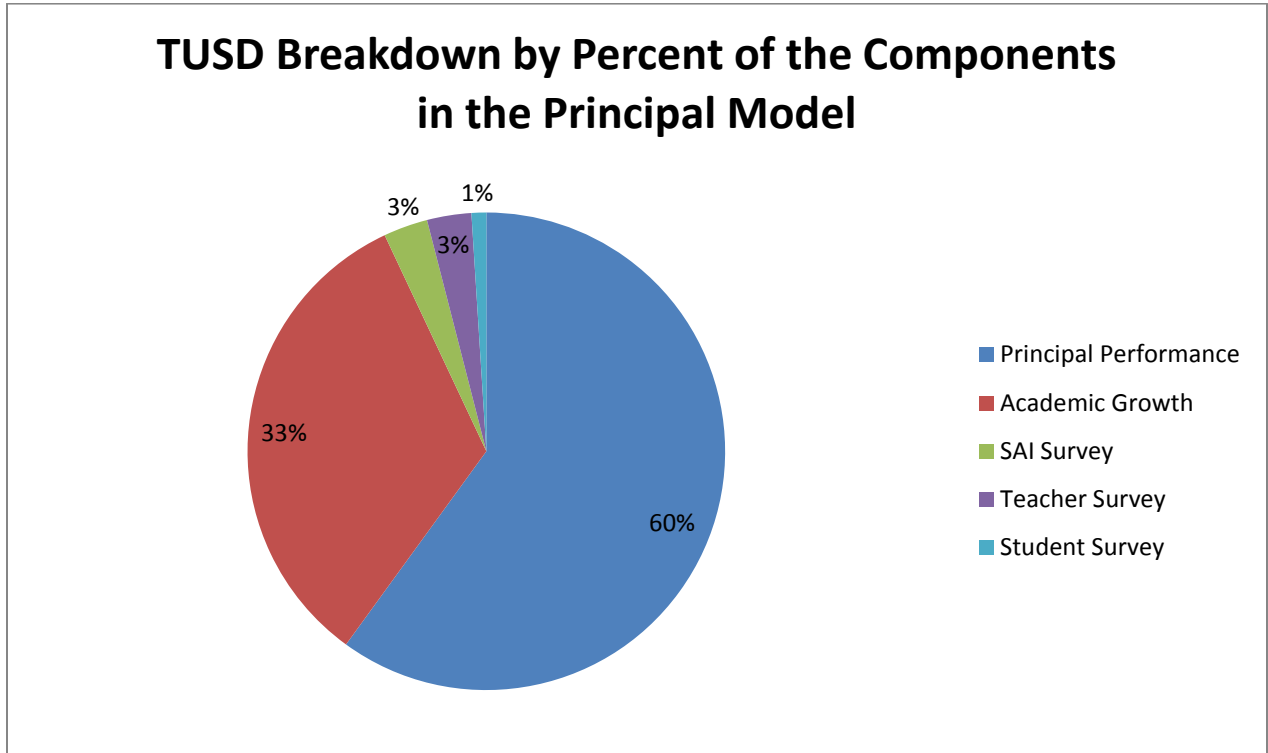
- Dr. Deborah Anders, Principal
- Frank Armenta, Principal
- Eugene Butler Jr., Director Secondary Leadership-Middle Schools
- Victoria Callison, Director Magnet Schools Program
- Hortensia "Meg" Cota, Principal
- Richard Foster, Director Professional Development
- Ana Gallegos, Assistant Principal
-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

The revision of the Tucson Unified School District's Model would not be possibly with the efforts and dedication of the following stakeholders:

- Gregg Cannon, PH.D., Research project Manager
- Anne Dudley, Principal Teenage Parent Program
- Thad Dugan, Asst. Principal Pistor Middle School
- Stacie Emert, President Education Leaders Inc
- Richard Foster, Sr. Director Curriculum Deployment
- Halley Freitas, PH.D., Sr. Director Assessment and Evaluation
- Michael Konrad, Director Secondary Leadership
- Anna Maiden, Chief Human Resources Officer
- Melissa Molina-Garcia, Asst. Principi Doolen Middle School
- Matthew Munger, Principal Sabino High School
- Kathleen Scheppe, Director Elementary Leadership
- Anna Schwartz-Warmbrand, Principal Vesey Elementary School
- Lisa South, Principal Whitmore Elementary School
- Sandra Thiffault, Principal McCorkle K8 School

Tucson Unified School District Model for Measuring Educator Effectiveness aligns with State Board of Education’s adopted Arizona Framework for Measuring Educator Effectiveness with these components:

A. Principal Performance Component	63%
B. Student Academic Progress Component	33%
C. Teacher Self-Review Component	1%
D. Survey Component	3%



A. Principal Performance Component

The principal performance component aligns to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and accounts for a minimum of 60% of the evaluation outcome. Appendix A provides the description of each ISLLC standard and its associated functions.

The TUSD Model for Measuring Principal Effectiveness utilizes six areas of leadership derived from the eleven ISSLC Standards:

- Culture and Equity Leadership
- Instructional Leadership
- Human Resources Leadership

- Strategic Leadership
- Organizational Leadership
- Community Leadership

The areas of leadership (Appendix B) to meet the requirements of the Unitary Status Plan IV. (H), (1):

By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to: (i) an assessment of (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students; (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents. These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.

B. Student Academic Progress Component

The total of school-level data accounts for 33% of the evaluation outcome. Arizona's state assessment (AIMS and new for 2014-2015 AzMerit) is the data element for this component.

C. Survey Component

Survey data elements accounts for 7% of the evaluation outcome. They will be comprised of the results of three surveys conducted with teachers and students.

Teachers surveys provide an opportunity for teachers to rate principals on various aspects of principal practice and culture and climate of the school. Standards Assessment Inventory will measure aspects of principal practice the School Quality Survey will measure aspects of a school's culture and climate.

Teacher Survey Administration Logistics:

The teacher surveys will be administered electronically during the spring semester. The results of the surveys will be used at the site administration level for principal evaluation.

Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, how much students feel they have learned in a class, and the extent to which they engaged in classroom practices.

The surveys may be found in Appendix C

Student Survey Administration Logistics:

The student survey focuses on the student's perception of their teacher's teaching method's, and each teacher is at least evaluated by one of his or her classes. The results of student surveys will be used at the individual teacher level for teacher evaluations and aggregated to the school level for the principal evaluation

1. All teachers of students in grades K-12 regardless of their teaching assignment must have student survey results.
2. Teachers who teach multiple classes/periods or special area teachers (e.g. PE, Art, Music, etc.) select only one class/group of students to take the survey.
3. Student surveys may be administered by a designated person other than the teacher. Surveys may be administered online.

PRINCIPAL EVALUATION PROCESS GUIDELINES

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

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

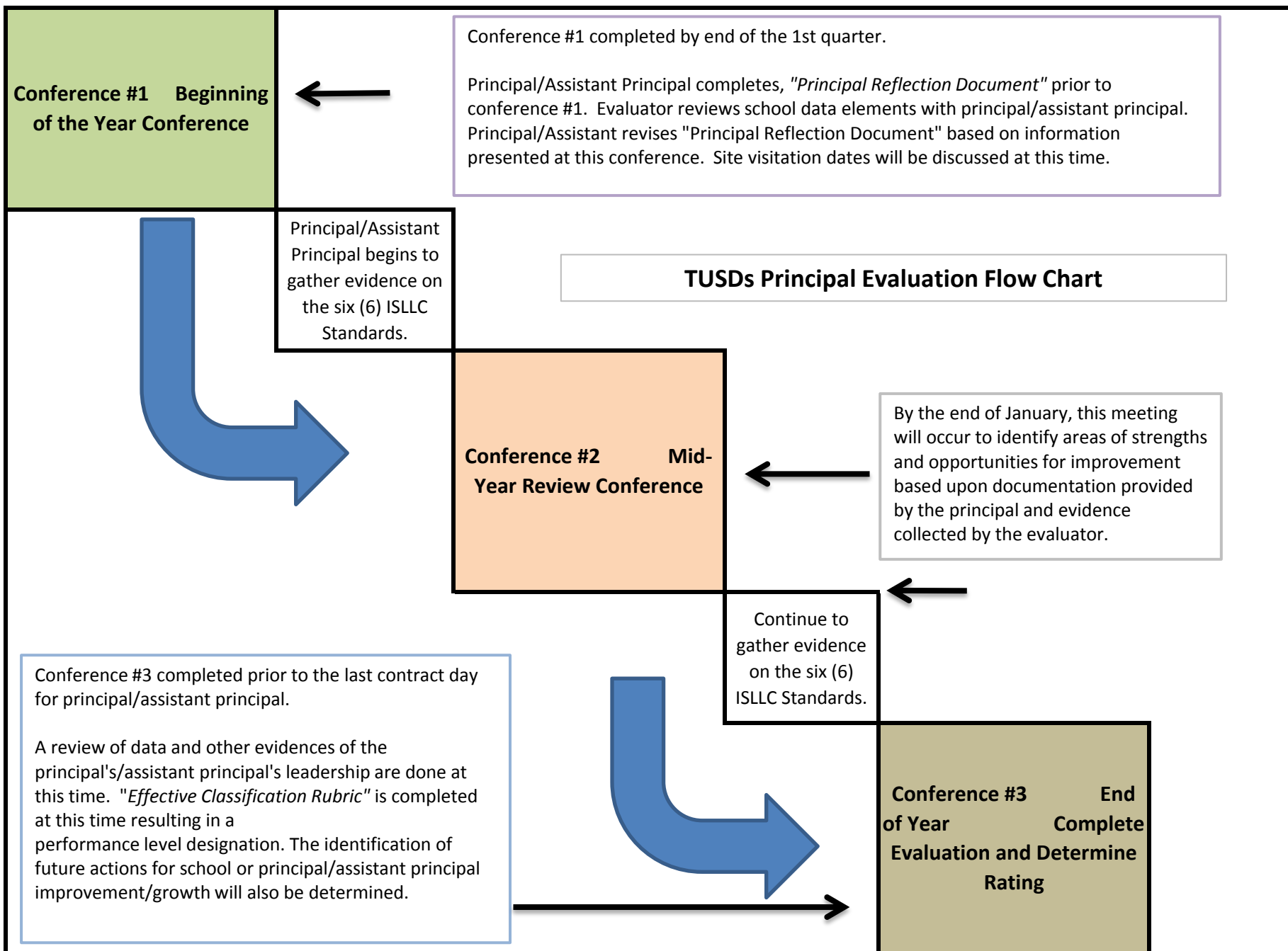
It is important to consider the context in which the evaluation occurs. This is an opportunity for the principal and the evaluator to discuss the full context of the school and any relevant information that would affect performance. The experience level of the principal should be taken into consideration.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

Throughout the year the principal will work on established goals and collect evidence of success for future discussion with the evaluator. Planned and/or announced observations and/or conferences may also occur during this time.

Conference 2 – Mid-Year: By the end of January, this meeting will occur to identify areas of strengths and opportunities for improvement based upon documentation provided by the principal. Plans, activities and/or strategies to help improve student academic performance and leadership performance should be the outcomes for this conference. Mid-year adjustments to the Goal Setting Worksheet may be made at this time along with any relevant information that might impact progress towards meeting goals.

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

Conference 3 – End of year: This is the principal evaluation conference that completes the evaluation cycle. A review of data and other evidences of the principal's leadership are done at this time. Information is recorded and points determined resulting in a performance level designation. The identification of future actions for school or principal improvement/growth will also be determined. The Principal Performance Based Evaluation Summary Form is forwarded to the Superintendent/Charter Representative.



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

In making decisions about the overall effectiveness of a principal, the evaluator will refer to the evidence, information and/or data collected that is related to the three components: **Principal Performance**, **Survey Data**, and associated actions or artifacts; and **Student Academic Progress** data reflecting the degree of improvement and progress made by the students in attendance at the school.

The evaluator will give consideration to the individual elements that comprise each component. Prior to the summative evaluation conference the evaluator should review the **Principal's Reflection Document**, any previous conference notes, and/or **other documents** reflecting on the teacher's performance.

As previously described, the performance of the teacher in relation to **Principal Performance** will account for 60% of the evaluation outcome

Using the TUSD Model, there are six leadership areas that account for 60% or 60 points used in this model. The points possible for each leadership area are set forth in Appendix D. The degree to which the principal meets the indicator is determined by the evaluator, evidence, and information collected or provided.

As defined in State Statutes and adopted by the State Board of Education, **Student Academic Progress** will account for a minimum of 33% or 33 points of the evaluation outcome.

Survey data collected from the teachers, students, will account for 7%, or 7 points of the evaluation outcome.

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

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

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

PERFORMANCE CLASSIFICATION RUBRIC

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

Highly Effective: The principal consistently demonstrates the listed functions and other actions reflective of the leadership standards that are above and beyond stated expectations. Principals who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on existing strengths and find innovative ways to apply them for the benefit of the school and district. Specific comments (i.e., evidence, explanation) are required for rating a principal as Highly Effective. A Highly Effective *classification* means that performance is excellent.

Effective: The principal demonstrates the listed functions reflective of the leadership standards most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when classifying one as *Effective* is that performance is very good. While there are areas remaining that require further development, an Effective classification is indicative of a valued principal. Expectations for this level will be determined at the initial principal conference with the evaluator.

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

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

The principal and evaluator should discuss the evidence, artifacts or data expected for the Effective level at the Beginning of the year Conference.

Setting Goals

INSTRUCTIONAL LEADERSHIP

During the initial conference, the principal and the evaluator will review the six leadership areas. The evaluator and principal should be clear as to the expectations in each leadership area.

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

Domain: School Leadership		
Expectation	Indicator	
Culture and Equity Leadership	CEL 1	Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)
	CEL 3	Leads to promote professional learning communities for teachers(6)
	CEL 2	Leads for continuous improvement and celebration (10 & 11)
Instructional Leadership	IL 3	Leads for culturally responsive instruction that maximizes student learning (3)
	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)
	IL 2	Leads for the academic and social-emotional success of a diverse student population (8)
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 (2)
	HRL 2	Implements a strong system for identifying, recognizing and distributing talent (4)
Strategic Leadership	SL 1	Vision and Mission 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 (1)
	SL 2	Distributes leadership to inspire change in support of an empowered school culture (6)
Organizational Leadership	OL 1	Operations and Management Strategically aligns resources: people, time, and money, to drive student achievement (8)
Community Leadership	CL 1	Actively advocates for members of the school community and effectively engages family and community (7)

SURVEY INFORMATION

1. 80% teacher response rate is required for principal to receive Standards Assessment Inventory rating. Specifically the categories of Leadership and Outcomes **(SAI)**
2. 80% teacher response rate is required for principal to receive School Quality Survey rating **(SQS)**
3. Student Surveys will be the aggregated responses of the student surveys for teachers

Surveys account for 7% (7 points) of the evaluation outcome.

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

Form Descriptions (forms may be found in APPENDIX D)

DESCRIPTION OF FORMS-EVALUATING PRINCIPAL EFFECTIVENESS

The following provides narrative descriptions of the forms used in the principal evaluation process.

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

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

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

APPENDIX A

ISLLC STANDARDS

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

Standard 1: Vision and Mission

An educational leader promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling that is shared by all members of the school community.

Functions:

- A. Collaboratively develops, implements, and promotes a shared vision and mission for quality teaching and learning
- B. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Creates and implements plans to achieve goals
- D. Promotes continuous and sustainable improvement
- E. Monitors and evaluates progress and revises plans
- F. Acts in ways that consistently reflect the school's/district's vision, mission, and values

Standard 2: Instructional Capacity

An educational leader promotes the success and well-being of every student by enhancing instructional capacity. *Functions:*

- A. Recruits and hires effective teachers and other professional staff
- B. Develops individual and collective capacity of staff
- C. Ensures on-going and differentiated professional learning
- D. Supports staff with human, financial, and technological resources
- E. Employs research-anchored and valid systems of performance management
- F. Buffers learning and teaching from disruptive forces
- G. Provides emotional support to staff teachers and other professional staff

Standard 3: Instruction

An educational leader promotes the success and well-being of every student by promoting instruction that maximizes student learning. *Functions:*

- A. Maintains a culture of high expectations and challenge
- B. Ensures a focus on authenticity and relevance in instruction
- C. Ensures that instruction is anchored on best understandings of child development
- D. Ensures strengths-based approaches to learning and teaching
- E. Ensures the use of effective pedagogy to close learning gaps
- F. Provides ongoing, salient, informative, and actionable feedback to teachers and other professional staff
- G. Ensures the use of pedagogy that treats students as individuals and promotes self-esteem
- H. Ensures the presence of culturally congruent pedagogy and assessment
- I. Monitors instruction and instructional time
- J. Employs technology in the service of teaching and learning

Standard 4: Curriculum and Assessment

An educational leader promotes the success and well-being of every student by promoting robust and meaningful curricula and assessment programs. *Functions:*

- A. Ensures program rigor
- B. Ensures culturally relevant curricula and assessments
- C. Maximizes opportunity to learn
- D. Ensures authentic learning and assessment experiences
- E. Emphasizes assessment systems congruent with understandings of child development and standards of measurement
- F. Ensures the use of learning experiences that enhance the enjoyment of learning

Standard 5: Community of Care for Students

An educational leader promotes the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care. *Functions:*

- A. Ensures the formation of a culture defined by trust
- B. Ensures that each student is known, valued, and respected
- C. Ensures that students are enmeshed in a safe, secure, emotionally protective, and healthy environment
- D. Ensures that each student has an abundance of academic and social support
- E. Ensures that each student is an active member of the school

Standard 6: Professional Culture for Teachers and Staff

An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff. *Functions:*

- A. Develops productive relationships and trust
- B. Nurtures a commitment to shared goals
- C. Provides for collaborative work
- D. Facilitates shared ownership
- E. Develops collaborative leadership skills
- F. Promotes a climate of collective efficacy
- G. Fosters and supports the growth of trust
- H. Nurtures a culture of shared accountability

Standard 7: Communities of Engagement for Families

An educational leader promotes the success and well-being of every student by promoting communities of engagement for families and other stakeholders. *Functions:*

- A. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- B. Nurtures a sense of approachability and sustains positive relationships with families and caregivers
- C. Builds and sustains productive relationships with community partners in the government, non-profit, and private sectors
- D. Advocates for policies and resources for the community
- E. Understands and engages with community needs, priorities, and resources

F. Communicates regularly and openly with families and stakeholders in the wider community

Standard 8: Operations and Management

An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning. *Functions:*

- A. Develops and demonstrates well-honed interpersonal skills
- B. Manages student behavior with a focus on learning
- C. Ensures effective leadership throughout the school or district
- D. Crafts and connects management operations, policies, and resources to the vision and values of the school
- E. Monitors and evaluates all aspects of school or district operations for effect and impact
- F. Ensures the implementation of data systems that provide actionable information
- G. Uses technology at the school or district to improve operations
- H. Manages organizational politics with an eye on school or district values and mission
- I. Enables others to understand and support relevant laws and policies
- J. Acts as a steward of public funds
- K. Develops and manages relationships with the district office or the school board

Standard 9: Ethical Principles and Professional Norms

An educational leader promotes the success and well-being of every student by adhering to ethical principles and professional norms. *Functions:*

- A. Nurtures the development of schools that place children at the heart of education
- B. Acts in an open and transparent manner
- C. Maintains a sense of self-awareness and attends to his or her own learning
- D. Works to create productive relationships with students, staff, parents, and members of the extended school community
- E. Maintains a sense of visibility and is approachable to all stakeholders
- F. Acts as a moral compass for the school or district
- G. Safeguards the values of democracy, equity, justice, community, and diversity

Standard 10: Equity and Cultural Responsiveness

An educational leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school. *Functions:*

- A. Ensures equity of access to social capital and institutional support
- B. Fosters schools as affirming and inclusive places
- C. Advocates for children, families, and caregivers
- D. Attacks issues of student marginalization; deficit-based schooling; and limiting assumptions about gender, race, class, and special status
- E. Promotes the ability of students to participate in multiple cultural environments
- F. Promotes understanding, appreciation, and use of diverse cultural, ecological, social, political, and intellectual resources

Standard 11: Continuous School Improvement

An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement. *Functions:*

- A. Assesses, analyzes, and anticipates emerging trends to shape school or district decision making
- B. Initiates and manages system-wide change
- C. Enables others to engage productively with change experiences
- D. Navigates change in the midst of ambiguity and competing demands and interests
- E. Promotes a culture of data-based inquiry and continuous learning
- F. Maintains a systems perspective and promotes coherence across all dimensions of the school or district
- G. Promotes a culture of collective direction, shared engagement, and mutual accountability

APPENDIX B

TUSD SIX LEADERSHIP AREA RUBRIC

Tucson Unified School District Areas of Leadership Rubric		
Domain: School Leadership		
Expectation	Indicator	
Culture and Equity Leadership	CEL 1	Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)
	CEL 2	Leads for continuous improvement and celebration (10 & 11)
	CEL 3	Leads to promote professional learning communities for teachers(6)
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 (4)
	IL 2	Leads for the academic and social-emotional success of a diverse student population (8)
	IL 3	Leads for culturally responsive instruction that maximizes student learning (3)
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 (2)
	HRL 2	Implements a strong system for identifying, recognizing and distributing talent (4)
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 (1)
	SL 2	Distributes leadership to inspire change in support of an empowered school culture (6)
Organizational Leadership	OL 1	Strategically aligns resources: people, time, and money, to drive student achievement (8)
Community Leadership	CL 1	Actively advocates for members of the school community and effectively engages family and community (7)

All site administrators will act in an ethical manner, adhering to the ethical principles and professional norms outlined in Tucson Unified School District Governing Board Policies and Regulations (9).

Principal Behaviors are rated on a 1-4 level of performance: Unsatisfactory (1); Basic (2); Proficient (3); and, Distinguished (4).

School Behaviors are rated as either a 1 or 3. The maximum possible points for each indicator are 7.

DOMAIN: School Leadership	Expectation: Culture and Equity Leadership:
CEL 1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Does not exude an attitude of optimism or express his/her belief that all students can and will learn at high levels. Is generally unaware of differences among diverse* student populations. 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. Does not attempt to create a college- bound culture, and 	<ul style="list-style-type: none"> 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. 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. 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 	<ul style="list-style-type: none"> Publically discusses the value of education communicating the belief that all students can and will achieve at high levels. Holds staff accountable to these same attitudes and beliefs. Publically draws attention to all equity gaps that exist for diverse* student populations. Makes innovative and courageous plans to address the 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. Seeks input from staff and students to guarantee a school and work environment that values and appreciates diversity.* 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. Ensures the presence of structures for equity- Ensures that the student voice and student action drive equity efforts.

	<p>leaves college as an option to chance for students whose families may have this expectation for them.</p> <ul style="list-style-type: none"> • Does not always act on discriminatory behavior or does not respond appropriately. • 	<p>college-bound culture does not apply to all groups of students in the school.</p> <ul style="list-style-type: none"> • Has zero tolerance for discriminatory behavior. 	<ul style="list-style-type: none"> • Ensures that the learning environment is free from discriminatory behavior and practices. 	
<p>School Behavior</p>	<ul style="list-style-type: none"> • Learning among colleagues is not the norm and exists only within certain teams of teachers. • Teachers do not regularly engage in reflection about their practice and the needs of their students. <p>Staff members do not see the principal as lead learner in the school; staff may not know what the principal’s professional areas for growth are.</p>	<ul style="list-style-type: none"> • Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community. • 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. • Teachers discuss all equity gaps for various groups of students and have specific efforts in • Teachers work together and know how to implement strategic initiatives that focus on closing achievement and equity gaps. • A college-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents, and students). <p>Students understand that college is an option for their future and when asked can discuss it as an option.</p>		

DOMAIN: School Leadership	Expectation: Culture and Equity Leadership:
CEL 2: Leads for continuous improvement and celebration (10 & 11)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> • Communications or behaviors sometimes represent a negative or unprofessional stance • Does not demonstrate an awareness of personal strengths and areas for professional growth. • Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. • Does not provide celebrations to mark success and achievement. • Rarely or never 	<ul style="list-style-type: none"> • Represents the shared values of the district through interactions with certain stakeholders. • 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. • Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. • Implements behavioral management 	<ul style="list-style-type: none"> • Monitors school climate to ensure that all interests and opinions are heard and respected. • Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. • Consistently models personal reflection by admitting to mistakes and acknowledging areas of strength and personal growth. • Creates a safe environment where teachers reflect on their mistakes, learn from experience, and grow professionally. • Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. • Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. • Is aware of, speaks openly 	<ul style="list-style-type: none"> • 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 • Overtly acts upon the communities’ perception of the principals’ strengths and areas for growth as they relate to values-based leadership and professional learning. • Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. • Maintains a systematic perspective and promotes coherence

	<p>identifies targeted growth areas for staff.</p> <ul style="list-style-type: none"> • Celebrations are inconsistent and limited. 	<p>systems that represent responsiveness to student culture.</p> <ul style="list-style-type: none"> • Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule. 	<p>about, and celebrates differences and diversity* among students, families, staff, and the community.</p> <ul style="list-style-type: none"> • Ensures intentional and regular celebrations to mark success and school achievements. 	<p>across all dimensions of the school or district</p>
<p>School Behaviors</p>	<ul style="list-style-type: none"> • Staff members do not see the principal as lead learner in the school; staff may not know what the principal’s professional areas for growth are. • Celebrations are cursory, intermittent, and/or non-existent. • There is little evidence that the school staff or greater community celebrate the diversity of the student population and greater community 	<ul style="list-style-type: none"> • Staff members can articulate the school leader’s strengths and areas of growth. • School celebrations are perceived as fun and mark individual, team, and school-wide achievements. 		

DOMAIN: School Leadership	Expectation: Culture and Equity Leadership
CEL 3: Leads to promote professional learning communities for teachers(6)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Inconsistently represents behaviors that are representative of the shared values expectations for teacher collaboration are not clear. Rarely encourages sharing of best practice and instructional ideas. 	<ul style="list-style-type: none"> Inconsistently supports the instructional decisions made by Teachers 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. Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms. 	<ul style="list-style-type: none"> Empowers teachers to make instructional decisions that are responsive to the needs of students Creates systems, processes, and expectations for teachers to collaborate as a team with intentionality and connections to school-wide commitments Ensures that sufficient time is set aside for collaborative professional learning and development by teachers. Teachers regularly discuss their practice with one another. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders. Sets up processes and systems for action research and systemic learning. Works with staff to create cycles of action research, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.
School Behaviors	<ul style="list-style-type: none"> Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school- 		<ul style="list-style-type: none"> Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their 	

	<p>wide commitments.</p> <ul style="list-style-type: none">• Teachers do not regularly engage in reflection about their practice and the needs of their students.•	<p>classrooms.</p> <ul style="list-style-type: none">• Teachers engage productively to leverage what they learn in collaborative data meetings to make instructional changes and implement student specific interventions in their classrooms.• Teachers are able to openly reflect on their areas of strength and growth and share wit the principal and one another what support they need to grow professionally.
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DOMAIN: School Leadership	Expectation: 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 (4)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> 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. Rarely participates in reflective data-driven conversations with teachers to review student-level data. Does not ensure that a focus on the TUSD Curriculum are embedded into site-based Professional Development . Does not set expectation for teachers to use data on a regular basis, and may fail to help teachers be aware 	<ul style="list-style-type: none"> Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. 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. 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. May understand 	<ul style="list-style-type: none"> Engages staff as an instructional leader who understands the curricula, pedagogical and culturally responsive pedagogical best practices that should be present in the classroom. Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced. Provides regular, actionable, and meaningful feedback to teachers. Expects action on feedback regarding classroom instruction. Holds teachers accountable for trying new instructional strategies based on feedback. Uses current research matched to multiple sources of data to 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. <p>independently engage conversations that include using district online data sources and teacher developed formative assessments.</p>

	<p>of or use district and state data.</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <ul style="list-style-type: none"> • 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). • Use of technology in classrooms may be intermittent and not consistent across classrooms. • District online data resources (principal/teacher 	<p>understand trends in student needs, set rigorous student achievement targets, and celebrate success.</p> <ul style="list-style-type: none"> • Ensures that teachers understand and deliver instruction that leads to student success with a culturally diverse group of students. • 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. • Provides training and protocols for the implementation of data-driven conversations by teacher teams. • Regularly participates in data-driven conversations with individual and groups of teachers to review data and discuss instructional implications. • Ensures the incorporation of student-based technologies and interactive learning experiences in instructionally impactful 	
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		<p>portals) are occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.</p>	<p>ways. regularly accessed, discussed, and used both by leader and differentiate student instruction.</p>	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind. • Staff is unaware of achievement gaps and data outlining those gaps. • 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. • Teachers cannot discuss their strengths as practitioners. • There is no or little evidence of consistent best instructional practice from classroom to classroom. • Teacher collaboration is non-existent, minimal, or unintentional. • Awareness of and instruction for standards is not evident or is sporadically implemented. • 		<ul style="list-style-type: none"> • Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need. • Teachers apply feedback from reflective feedback conversations to their instructional practice. • Teachers know where to find professional development support aligned to feedback and areas for growth. • Evidence of consistent best instructional practice exists from classroom to classroom. • Instruction in classrooms aligns with the pedagogy outlined in the TUSD Modified 2014 Danielson Framework for Teaching. <p>well as their individual area of focus.</p> <p>progress.</p> <ul style="list-style-type: none"> • TUSD curricular standards are used during collaborative planning time to align and plan for grade- level and vertical-content expectations. • Teachers have opportunities to observe one another and reflect on their practice together. 	

		<ul style="list-style-type: none">• Collaborative data analysis processes are in place and are prioritized and implemented with fidelity and commitment.• School-wide instructional decisions are based on student-level data that includes formative, interim, summative, and other sources of data.• Meaningful and relevant data is reviewed at most school meetings in order to set next steps for improvement and inform school-wide instructional decisions.• Students use data to understand their progress toward individual goals, grade-level standards, and college readiness.• 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.
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DOMAIN: School Leadership	Expectation: Instructional Leadership
IL 2: Leads for the academic and social-emotional success of a diverse student population (8)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> 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). 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 	<ul style="list-style-type: none"> Values students with different academic and physical needs, but may not share this value broadly with the school community. Educational access for diverse* student populations may exist for some student groups, but not for others. 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. Puts some systems in place for the identification of, assessment of, and program placement 	<ul style="list-style-type: none"> Demonstrates and communicates a strong value for students with different academic and physical needs. 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). Is committed to, understands, and ensures educational access to developmental learning opportunities for diverse* student populations. Applies identified best practices to ensure the identification of, assessment of, and program placement for all student populations. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.

	<p>opportunities.</p> <ul style="list-style-type: none"> • Does not provide support for broad cross-section of teachers to have access to student level data. • Systems are not in place for identification, assessment, and program placement for diverse* student populations. • 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. • Mismanages budgetary resources that are aligned to diverse* student populations. 	<p>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.</p> <ul style="list-style-type: none"> • Requires professional development and complies with legal and policy requirements related to service provision for diverse* student populations. • 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. • May be unaware of the budgetary resources that are aligned to diverse* student populations 	<ul style="list-style-type: none"> • Requires professional development and empowers staff to ensure that compliance with legal and policy requirements is a shared responsibility. • Ensures that data for diverse* student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on this analysis. • Empowers teachers to make decisions in the best • Provides resources for the instruction of diverse* regularly by teachers. 	
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		<p>and may miss opportunities to align these resources to student need.</p>		
<p>School Behaviors</p>	<ul style="list-style-type: none"> • School community does not embrace diverse* student populations as evidenced by lack of access to educational opportunity for certain groups of students. • Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result. • 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. • Staff may be unaware of school-level achievement gaps for diverse* student populations and the School Improvement Plan (SIP) does not reflect strategies to support all students with high levels of academic achievement. 	<ul style="list-style-type: none"> • 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. • Teachers understand disaggregated data for students with special needs and differentiate instructional practice as a result. • 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. • Staff understands school-level achievement gaps for diverse* student populations and the School Improvement Plan (SIP) reflects strategies to support all students with high levels of academic achievement. 		

DOMAIN: School Leadership	Expectation Instructional Leadership:
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Lacks knowledge about and support for teachers in the implementation of culturally responsive pedagogy and instruction Does not target feedback to teachers to culturally responsive instruction, and/or does not make efforts to increase instructional knowledge for culturally diverse students. Inconsistently works to ensure that research-based resources are available that support culturally diverse students Lacks understanding of 	<ul style="list-style-type: none"> Is knowledgeable about and supports teachers in the implementation of culturally responsive pedagogy and instruction, but this may not cross all content areas. 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. Ensures research-based resources are available that 	<ul style="list-style-type: none"> Engages staff as a leader of culturally responsive pedagogy and instruction who understands the curricula and pedagogical best practices that should be present in classrooms that support all students Is knowledgeable about and supports teachers in the implementation culturally responsive strategies across all content areas. Instructional knowledge of needs of culturally diverse group of students allows for targeted feedback to teachers to support learning for all Ensures research-based resources that support diverse students are available and utilized. Ensures teachers implement culturally responsive strategies and assessments Is committed to communicate with 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. 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. Teachers take ownership of effective pedagogy to close the achievement gap Ensures the use of culturally responsive pedagogy that treats students as individuals

	<p>and expectations for culturally responsive instructional strategies</p> <ul style="list-style-type: none"> • 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). • Inconsistently supports parents by providing culturally sensitive information and communication. 	<p>support culturally students but may not support accountability for implementation.</p> <ul style="list-style-type: none"> • Holds inconsistent expectations for teachers to implement culturally responsive strategies • Supports parents by providing culturally sensitive information and communication in a family’s native language. • 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. 	<p>family and community is a culturally sensitive manner.</p>	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • Some, most, or all teachers are not engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; • Most or all teachers do not have awareness or 	<ul style="list-style-type: none"> • Teachers are engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; • All teachers clearly understand the impact of culturally responsive strategies for all students. 		

	<p>understand culturally response instructional strategies.</p> <ul style="list-style-type: none">• Staff is not aware of students' home languages, backgrounds, interests, and/or cultural heritage.• There is not a shared responsibility to ensure that all students make progress and achieve at high levels in all content areas.• Parents of diverse students are not empowered to advocate for the best interest of their students.•	<ul style="list-style-type: none">• All staff knows the student's home languages, backgrounds, interests, and cultural heritage.• Levels of all students progress, specifically African American and Latino, are regular parts of collaborative data conversations.• All staff share responsibility to ensure that all students make progress and achieve at high levels in all content areas.• Parents of culturally diverse students are empowered to advocate for the best interest of their students.
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DOMAIN: School Leadership	Expectation: Human Resource Leadership:
HRL 1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> • Inconsistently provides feedback conversations or, when doing so, puts teachers off such that they have a difficult time hearing feedback. • Feedback conversations do not result in the teacher’s ability to articulate strengths and areas of growth. • Rarely identifies teacher leaders. • Rarely provides supports necessary for teachers to grow in their practice. • Rarely deals with poor performance unless it becomes obvious to others that a response is required. 	<ul style="list-style-type: none"> • Reviews data sets that relate to teacher performance but inconsistently applies data to performance conversations. • 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. • Facilitates reflective feedback conversations, but may do so in the same manner for all 	<ul style="list-style-type: none"> • Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make effective performance management decisions. • Communicates high expectations for staff through strong performance conversations connected to identified needs at the school and classroom levels. • Uses data developed through the observation and evaluation system to consistently identify the performance level of teachers. • Initiates and manages system-wide change • Ensures that all teachers 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> • Assesses, analyzes, and anticipates emerging trends to shape school or district decision making • Promotes a culture of collective direction, shared engagement, and mutual accountability • Navigates change in the midst of ambiguity and competing demands and interests. • 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. • 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.

		<p>levels of performance and expertise, not allowing for differentiation (e.g., range of direct feedback to feedback through coaching).</p> <ul style="list-style-type: none"> • Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations. • Provides a professional development plan that is based on data but does not demonstrate a high level of differentiation. 	<p>receive high-quality and actionable feedback, support, and modeling based on their needs and areas of growth throughout the school year.</p> <ul style="list-style-type: none"> • Facilitates performance-focused conversations in a differentiated manner so that all teachers are supported in articulating their strengths and discovering their areas for growth. • Implements school-wide and teacher-level professional development plans that are informed both by student level data and by data collected through the observation and evaluation process. • Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. • Directly and immediately responds to poor performance by staff members in a timely and systematic manner. 	
School Behaviors	<ul style="list-style-type: none"> • Teacher leaders are either not identified or, if 		<ul style="list-style-type: none"> • Teachers who are struggling with instruction receive timely 	

	<p>identified, their role is unclear to both teacher leaders themselves, and other teachers in the school.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • School's instructional area of focus may be unclear to teachers and/or connections not made to the School Improvement Plan (SIP). 	<p>support and clearly know the next steps required to improve their practice.</p> <ul style="list-style-type: none"> • Teachers regularly support one another in moving forward with quality instructional practice. • 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. • Effective teachers are identified for teacher leader roles. • Teachers understand the connection between their priorities with instruction and the School Improvement Plan (SIP).
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DOMAIN: School Leadership	Expectation: Human Resource Leadership:
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)	

	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> • Inconsistently implements processes and systems for recruiting and hiring high-quality staff matched to the needs of the school. • Inconsistently performs recruiting and hiring actions in a timely fashion. • Is not able to speak specifically about the strengths and growth areas for each staff member. • Fails to build capacity through identification of teacher leaders. 	<ul style="list-style-type: none"> • 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. • 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. • Identifies teacher leaders but may fail to be strategic 	<ul style="list-style-type: none"> • Anticipates open positions and actively recruits and hires a high quality, diverse* staff matched to the needs of the school and the School Improvement Plan. • Ensures a hiring process that includes observation of classroom practice • Ensure that staff members contribute to the hiring of high-quality candidates. • Creates strong teams that include individuals with a variety of skills, backgrounds, and experiences. • Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building. • Puts systems in place that acknowledge and recognize individuals 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> • Implements the use of innovative performance and competency-based selection processes. • Creates systems of support and development for all staff members acknowledging that support for high performance is as important as that for low performance.

		<p>in this process and/or may not provide clear expectations and definition for the teacher leader roles within the school.</p> <ul style="list-style-type: none"> Inconsistently deals with poor performance and, while dealing with poor performance, may allow it to linger too long. 	<p>for strong performance and professional growth.</p> <ul style="list-style-type: none"> Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs. Regularly identifies teacher leaders from different cultural backgrounds. 	
	<ul style="list-style-type: none"> Teachers are not part of hiring decisions, or, if involved, their perspective may not be considered in hiring decisions. Only some staff with certain backgrounds are developed as leaders. Teacher leaders may not be identified, or may not have a clear role in supporting colleagues. Hiring process is unclear and lacks purposeful activities to assess candidate fit for the position. High-performing teachers regularly leave the school over time. 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. 	<ul style="list-style-type: none"> Teacher leaders have a role in staffing, including determination of critical competencies for positions. Staff members of all backgrounds/levels have the opportunity to develop as leaders. Staff members of all performance levels have opportunity and support for growth. Teacher leaders have clear role in supporting colleagues. 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]). Poor-performing teachers and other staff members are immediately held accountable through thoughtful, fair, transparent processes for support and performance management decision-making. High-performing teachers are committed to and remain at the school over time. 		

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DOMAIN: School Leadership	Expectation: 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 (1)	

	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"> • 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. • 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 SIP and the vision, values, and goals of the school. • Rarely articulates shared values and goals. • Understands the statutory 	<ul style="list-style-type: none"> • May use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time. • Supports development of strategic school 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. • Engages stakeholder input into the development of the SIP, but does 	<ul style="list-style-type: none"> • 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. • Regularly uses quantitative and qualitative data to identify the school’s current reality (trends and gaps for all student groups are represented). • Engages broad stakeholder input into the development and implementation of the School Improvement Plan (SIP). • Ensures that the school’s SIP is the driving force behind initiatives that help students acquire 21st century skills. • Leads the development of the SIP in a manner 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> • Ensures that the school’s values, vision, mission, and goals drive decision-making. • Ensures that problem-solving and strategic planning is fully inclusive of the diversity of stakeholders in the school and community. • Creates a sense of co-accountability and shared responsibility with staff, parents, and community members for the achievement of goals.

	<p>requirements of the SIP but may develop a plan in isolation or with little stakeholder involvement.</p>	<p>not overtly support implementation of the SIP.</p> <ul style="list-style-type: none"> Occasionally creates milestone goals aligned to vision and mission of the school, but might not be transparent about these milestone goals with stakeholders. Articulates shared values and goals and occasionally aligns actions with stated values and goals. Uses attendance and disciplinary data to identify goals. 	<p>that represents data analysis, root cause analysis, goals,</p> <ul style="list-style-type: none"> Ensures that the professional development plan is aligned with shared values, vision, mission and the SIP. Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success.. 	
	<ul style="list-style-type: none"> 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. 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. 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 	<ul style="list-style-type: none"> School mission and vision are visible around the school and are present in school-level conversations. All school stakeholders are able to talk about the values, vision, mission and goals of the school. School community members understand that individual contributions will lead to the collective success of the school. School committees have responsibility for guiding the core work of the school that exemplifies the values, vision, mission, and SIP goals. Multiple measures are valued as sources of data to inform the school community in regard to the status and growth of 		

	<p>direction.</p> <ul style="list-style-type: none">• The SIP is developed in isolation or by a small group of school leaders, resulting in lack of acceptance or co-accountability in achieving the goals.• Work to measure, revisit, and update the UIP document may only occur when required by the district or state expectations.	<p>achievement and other indicators of success.</p> <ul style="list-style-type: none">• Stakeholders understand the SIP as a living and growing document and use it as a guide for goal setting and action planning.• Individual and small-group goals and strategies are well aligned with the SIP.
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DOMAIN: School Leadership	Expectation: Strategic Leadership:
SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Does not provide a strong model for the development of others. Fails to recognize need for change in the school environment or is not open to change. Occasionally responds to frustrations, setbacks or failures in a calm manner but does not communicate a sense of optimism in response to challenges. Delegates responsibilities in a manner that is not viewed as empowering. Does not consistently communicate the importance of collaboration. Systems are 	<ul style="list-style-type: none"> Inconsistently models the behavior he or she expects in others. Seeks to learn more about how to support change and how to make sense of change. Responds to setbacks or failures in a calm manner but fails to communicate a positive perspective on the challenges. Sometimes misjudges which work to personally engage in and what to delegate. Practices collaboration occasionally, but tends to rely on unilaterally- made decisions. Minimal or required systems are used to engage 	<ul style="list-style-type: none"> Models the leadership behavior he or she expects to see in others. Provides feedback to develop the leadership capacity of staff members. Empowers teachers to engage as teacher-leaders. Establishes structures in the school that enable effective teacher leadership. Engages teacher leaders in conversation and decision-making in regard to significant issues and decisions. Leads successfully in an environment where change is the norm and ambiguity is often present. Consistently engages strategies that effectively manage change processes. Remains calm, constructive, and optimistic despite resistance, setbacks, 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities. Creates a culture that embraces change and is supportive of appropriate levels of risk-taking. Systematically challenges the status quo by leading change initiatives in alignment with the SIP. Creates a responsive and flexible culture that encourages and gains value from innovation.

	<p>not used to encourage collaboration.</p> <ul style="list-style-type: none"> • Change management strategies are not evident. 	<p>collaborative decision-making.</p> <ul style="list-style-type: none"> • Understands change management concepts and occasionally applies change management strategy. 	<p>or failures.</p> <ul style="list-style-type: none"> • Effectively determines which work to personally engage in and what to delegate. • Establishes and uses systems, structures, and processes for collaborative decision-making. • Makes decisions unilaterally when it is in the best interest of the school. • Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. • Challenges the status quo. • Regularly shares ideas, plans, struggles, and successes with colleagues in other schools. 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • Change is met with fear or resistance as evidenced by immediate push-back, rather than willingness to ask questions and search out understanding. • Does not provide opportunity for staff members to have difficult conversation and may avoid situations where such dialogue 	<ul style="list-style-type: none"> • Staff and community members lead various processes within the school and are empowered to make decisions. • Teacher leadership extends beyond structured systems. • Staff members collaborate in formal and informal ways on a consistent basis. • Stakeholders understand change as an opportunity to create a context of excellence. 		

	<p>may occur.</p> <ul style="list-style-type: none">• Does not provide meaningful information to staff to help members make sense of change.• Structures and/or conversations around change process are not evident.•	<ul style="list-style-type: none">• 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.• Stakeholders are able to create meaning from change and incorporate new strategies into their individual sphere of influence in the school.• Communication regarding decisions is transparent and proactive.
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DOMAIN: School Leadership	Expectation: Organizational Leadership:
OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Staffing and scheduling are not well-aligned to school priorities. Work is more reactive than proactive. Prioritization of time may be ineffective and focus is on the urgent rather than what is important. There may not be a direct correlation between budget development and school goals. Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. Fails to ensure that safety and 	<ul style="list-style-type: none"> Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. Demonstrates some time- management skill, but prioritization may be day-to-day rather than on a longer-range scale. 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 	<ul style="list-style-type: none"> Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. Provides clear rationale for resource decisions based on the school’s mission, strategies, and learning goals. Makes strategic and sound, legal, and budgetary decisions. Focuses on both short and long-term fiscal management decisions that are grounded in the strategic goals of the UIP. Ensures that budget planning and implementation 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> 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. Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. Collaborates with the school community to creatively maximize funds. Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. Maintains the confidence of stakeholders during times of significant financial stress.

	<p>risk-management plans are implemented and practiced effectively.</p>	<p>district).</p> <ul style="list-style-type: none"> • Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. • Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice. 	<p>represent a focus on equity for all student populations.</p> <ul style="list-style-type: none"> • Develops external resources that align with the school budget in alignment with the school’s UIP. • Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. • Develops and ensures effective implementation of safety and risk-management plans (e.g., lockdown drills, fire drills, tornado drills). 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • Timelines and schedules are often changed, causing confusion and resulting in poor attendance and interest in participation. • Lack of organization affects the outcomes of work and degrades the effort and energy that community members put forth. • Budget decisions may not be known or understood, and there is lack of clarity regarding why there are changes to resources and/or personnel. • 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. 		<ul style="list-style-type: none"> • Teachers have ample time to collaborate with one another. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. • 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. • Yearly budget decisions are anchored to current needs and student data and put the needs of students • Decision-making is transparent and all stakeholders understand the reason behind decisions related to the use of resources. • The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the school’s values, vision, and mission. • The school community is well prepared for crisis situations 	

		and is practiced in the protocols required to effectively respond to crises.
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DOMAIN: School Leadership	Expectation: Community Leadership:
CL 1: Actively advocates for members of the school community and effectively engages family and community (7)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> • Makes only superficial attempts to interact with parents/guardians and community. • Community partnerships are not evident or are non-existent. • May acknowledge the importance of parents/guardians and community, but does not have strategies to enlist their support. • Lacks creativity and consistency in communications regarding the successes of the school to the broader community. • Strategies to grow enrollment are not evident. 	<ul style="list-style-type: none"> • 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. • May welcome stakeholder input, but has not established structures for accepting and utilizing feedback. • Demonstrates interest in community and is beginning to engage it through a variety of 	<ul style="list-style-type: none"> • Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement. • Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests. • Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. • Actively communicates the successes of the school to the broader community. • Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse* stakeholders. • Engages local business and non-profit organizations to support the vision and 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> • Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community. • Shares responsibility for community outreach. • All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships. • Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision. • Empowers parents and community members as strong leaders in the school.

		<p>relationships, but has not yet been able to establish partnerships.</p> <ul style="list-style-type: none"> • Finds ways to communicate the successes of the school to the broader community, but may do so inconsistently. • Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents. • Seeks to increase student enrollment, but may not have a comprehensive plan or strategies for outreach. 	<p>mission of the school.</p> <ul style="list-style-type: none"> • Ensures that academic progress reporting is able to be easily and meaningfully interpreted by parents. • Uses innovative ideas that increase student enrollment (as appropriate). 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • Neighboring businesses have little interaction with the school, and student work is rarely seen posted in the community. • 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. • Families that enroll in the school are a result of boundaries, not because of a desire to be there. 	<ul style="list-style-type: none"> • Parents and community members receive regular updates that include: evidence of the school’s successes and challenges, behavioral and academic expectations, schedules, calendars, and information relating to events. • The school taps into families’ talents, cultural heritage, skills, and funds knowledge to strengthen curriculum, student activities, and learning. • The school integrates resources and services from the 		

		<p>community to strengthen school- based services and offerings for student learning and development.</p> <ul style="list-style-type: none">• Partnerships between the school and community demonstrate two-way benefits.• 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.• Parents find the progress reporting system used by the school to be informative and meaningful.• Parents are equipped to use data to identify their student's strengths and areas for growth.
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APPENDIX C

SURVEYS

TEACHER SURVEY BY STUDENTS K-2

TEACHER SURVEY BY STUDENTS 3-5

TEACHER SURVEY BY STUDENT 6-12

SCHOOL QUALITY SURVEY (TEACHER)

STANDARDS ASSESSMENT INVENTORY (TEACHER)

Teacher Survey by Students K-2		
Number	Type	Question
1	Care	My teacher cares about me
2	Care	My teacher treats students with respect
3	Challenge	In this class, we learn a lot almost every day
4	Challenge	My teacher makes sure I try to do my best
5	Challenge	*In our class, it is okay to stop trying
6	Control	My classmates behave the way my teacher wants them to
7	Clarify	In this class, we learn to fix our mistakes
8	Captivate	I like the things we are learning in this class
9	Confer	My teacher gives me a chance to ask questions
10	Consolidate	My teacher takes time to help us remember what we learn

Teacher Survey by Students Grades 3-5		
Number	Type	Question
1	Care	The teacher in this class encourages me to do my best
2	Care	My teacher treats all students with respect
3	Care	*My teacher does not gives us time to explain our ideas
4	Control	Our class stays busy and does not waste time
5	Control	Students in my class are respectful to our teacher.
6	Control	All of the kids in my class know what they are supposed to be doing and learning.
7	Clarify	I understand what I am supposed to be learning in this class
8	Clarify	This class is neat-everything has a place and things are easy to find
9	Clarify	If you don't understand something, my teacher explains it another way
10	Challenge	When the work is too hard, my teacher helps me keep trying.
11	Challenge	*My teacher will not make me try new things if they are hard for me
12	Challenge	My teacher doesn't let me give up when the work gets hard
13	Captivate	My teacher gives us different kinds of activities to make class more interesting
14	Captivate	My teachers shows me how I can use what I learn at home and in the community
15	Captivate	The people we learn and read about in this class are like me.
16	Captivate	My teacher teaches us to respect people's differences.
17	Confer	My teacher asks questions to be sure we are following along when s/he is teaching
18	Confer	Students feel comfortable sharing their ideas in this class.
19	Consolidate	My teacher takes the time to summarize what we learn each day
20	Consolidate	When my teacher marks my work, s/he writes on my papers to help me understand

Teacher Survey by Students Grade 6-12		
Number	Type	Question
1	Care	This teacher seems to believe in my ability
2	Care	This teacher believes that I can do well in this class
3	Care	Students in this class respect each other's differences.
4	Care	*In this class, I do not feel like I fit in.
5	Control	*Student behavior in this class makes the teachers angry
6	Control	This teacher starts and ends class when the bell rings
7	Control	We are learning or working during the entire class period
8	Control	I understand the rules for behavior in this class
9	Control	This teacher gives us guidelines for assignments (rubrics, charts, grading rules, etc.) so we know how we will be graded
10	Clarify	This teacher walks around the room to check on students when we are doing individual work in class
11	Clarify	This teacher tells us about the learning goals/objectives of the day
12	Clarify	This teacher communicates clear expectations for assignments and tests
13	Clarify	This teacher helps me understand why the things we're learning in class are important to know in life
14	Challenge	This teachers asks students to explain more about the answers they give
15	Challenge	This teacher wants me to explain my answers-why I think what I think
16	Challenge	*School work in this class is too easy
17	Challenge	This teacher asks questions in class that make me really think about the information we are learning
18	Captivate	This teacher is enthusiastic about the subject
19	Captivate	This teacher uses different methods/media during instruction
20	Captivate	This teacher respects my cultural background.
21	Confer	This teacher hands back assignments promptly
22	Confer	*This teacher does not encourage questions and comments from all students
23	Consolidate	This teacher takes the time to summarize what we learn each day
24	Consolidate	We get helpful comments to let us know what we did wrong on assignments
25	Consolidate	*The comments that I get on my work in this class do not help me understand how to improve

School Quality Survey-Staff with Culturally Relevant Questions included

Text in Red represents Culturally Responsive Questions

Text in italics represents new questions to the survey

4-02-15 Draft

Instruction

1. The common grade level assessments (Galileo/ATI, other school selected) used at this school have led to improved instruction for all students. (revised from SQS)
2. Wednesday professional development helps to improve instruction at this school. (SQS)
3. Operating as a professional learning community helps to improve instruction at this school. (SQS)
4. Data-driven student level interventions help to improve student achievement at the school. (SQS)
5. *Students at all levels of academic performance are challenged with rigorous curriculum at this school. (new-Hawley&Wolf)*
6. *Struggling students are taught by experienced and qualified teachers at this school. (new-Hawley&Wolf)*

Environment

7. The school is clean and well kept. (SQS)
8. Students behave during class. (SQS)
9. The school is a safe place for students. (SQS)
10. This school year I have rarely observed or had reported to me students engaging in bullying or harassing behavior. (SQS)
11. Students have a safe way of reporting conflict. (revised from SQS)

Intercultural Proficiency

12. *The historic experiences, values, and on-going contributions of diverse groups are visually evident throughout this school. (new-Hawley&Wolf)*
13. Student participation in school programs and activities represents the diversity of the larger student body. (SQS)
14. *Student participation in leadership positions represents the diversity of the larger student body. (new-Hawley&Wolf)*
15. Academic results are the same for students of different racial and ethnic backgrounds. (SQS)

16. I rarely hear students say negative things about the racial or ethnic backgrounds of others. (SQS)
17. I rarely hear students say negative things about the special needs of others. (SQS)
18. Students of different racial and ethnic backgrounds get along at this school. (SQS)
19. Students treat teachers with respect. (SQS)
20. *School staff consistently integrates cultural resources that are familiar to students into daily lessons at this school. (new-Hawley&Wolf)*
21. School staff intervenes, in accordance to Governing Board policy, with behaviors that appear culturally insensitive or reflect prejudice. (revised from SQS)
22. The general climate at my school is welcoming to diversity (racial, ethnic, cultural, linguistic, social class, etc.). (revised from SQS)

Leadership

23. The site administrator(s) regularly discuss instructional issues with faculty. (SQS)
24. *My principal gives me the opportunity to provide input on school matters that affect me. (new from review team)*
25. *My principal delegates responsibilities so other school staff members have opportunities to share in leadership duties. (new-Georgia)*
26. *My principal promotes the belief that all students can achieve at high levels (new-Hawley&Wolf)*
27. *My principal is fair and consistent when evaluating staff at this school. (new-Georgia)*
28. *My principal is a visible presence in our building to both staff and students. (new-Georgia)*
29. My principal provides effective leadership at this school. (SQS)

Professional Development

30. *Professional development provides school staff with sufficient skills to identify specific learning gaps in quarterly student data results. (new-Hawley&Wolf—modified from original)*
31. *Professional development helps school staff understand how diversity (racial, ethnic, cultural, linguistic, social class, etc.) may be related to student learning and behavior. (new-Hawley&Wolf)*

Site Based Organizational Development

32. My professional growth is valued, supported and encouraged as part of my job. (SQS)
33. I feel that my efforts in my job are adequately recognized and valued. (SQS)
34. The school staff continually uses relevant student data to evaluate and improve instruction. (SQS)

Computer Technology

- 35. Students have adequate access to computers at this school. (SQS)
- 36. Teachers and staff have adequate access to computers at this school. (SQS)
- 37. Teachers at this school regularly integrate technology into their daily lesson plans.
(revised from SQS)

Academic Partnership

- 38. Teachers work with school staff and parents to develop and implement a school plan to improve student achievement. (SQS)
- 39. The school regularly discusses and monitors school plan implementation. (SQS)
- 40. School staff and parents work together to meet individual needs of struggling students
(new-Hawley&Wolf)*
- 41. Teachers meet with parents to share strategies to improve student learning. (revised
from SQS)*
- 42. Parents have multiple opportunities to be actively involved at this school. (new from
review team)*

Overall Satisfaction

- 43. Overall, I am very satisfied with my school.(SQS)

Job Satisfaction

- 44. I am very satisfied with my current position at TUSD. (SQS)
- 45. I want to continue employment with the District. (SQS)

SAI Teacher Survey

Demographic Questions

- 1.** Role
- 2.** Experience Level as a Teacher
- 3.** Years at Current School
- 4.** School Setting
- 5.** School Governance

Questions

Learning Communities

- 1.** My school system has policies and procedures that support the vision for learning communities in schools.
- 2.** Learning communities in my school meet several times per week to collaborate on how to improve student learning.
- 3.** Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members.
- 4.** In my school, some of the learning community members include non-staff members, such as students,
- 5.** My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection, and evaluation).
- 6.** In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group.
- 7.** All members of the learning communities in my school hold each other accountable to achieve the school's goals.

Leadership

- 8.** My school's leaders provide teachers with equitable resources to support our individual and collaborative goals for professional learning.
- 9.** My school's leaders are active participants with other staff members in the school's professional learning.
- 10.** My school's leaders advocate for resources to fully support professional learning.
- 11.** My school's leaders regard professional learning as a top priority for all staff.
- 12.** My school's leaders cultivate a positive culture that embraces characteristics such as, collaboration, high expectations, respect, trust, and constructive feedback.
- 13.** My school's leaders speak about the important relationship between improved student achievement and professional learning.

14. My school's leaders consider all staff members capable of being professional learning leaders.

Resources

15. Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school.

16. Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.

17. Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.

18. In my school, time is available for teachers during the school day for professional learning.

19. Teachers in my school are involved with the decision-making about how professional learning resources are allocated.

20. Professional learning is available to me at various times, such as job embedded experiences, before or after-school hours, and summer experiences.

21. Teachers in my school have access to various technology resources for professional learning.

Data

22. Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.

23. In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.

24. In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning.

25. My school uses a variety of student achievement data to plan professional learning that focuses on school improvement.

26. In my school, teachers use what is learned from professional learning to adjust and inform teaching practices.

27. My school uses a variety of data to monitor the effectiveness of professional learning.

28. A variety of data are used to assess the effectiveness of my school's professional learning.

29. In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.

Learning Designs

30. In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.

31. The use of technology is evident in my school's professional learning.

32. Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning. 42

- 33.** Professional learning in my school includes various forms of support to apply new practices.
- 34.** In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.
- 35.** In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.
- 36.** Teachers' input is taken into consideration when planning school-wide professional learning.

Implementation

- 37.** A primary goal for professional learning in my school is to enhance teaching practices to improve student performance.
- 38.** Teachers in my school receive on-going support in various ways to improve teaching.
- 39.** My school has a consistent professional learning plan in place for three to five years.
- 40.** My school's professional learning plan is aligned to school goals.
- 41.** In my school, teachers individually reflect about teaching practices and strategies.
- 42.** Professional learning experiences planned at my school are based on research about effective school change.
- 43.** In my school, teachers give frequent feedback from colleagues to refine the implementation of instructional strategies.

Outcomes

- 44.** Professional learning at my school focuses on the curriculum and how students learn.
- 45.** Professional learning in my school contributes to increased student achievement.
- 46.** Professional learning experiences in my school connect with teacher performance standards (e.g., teacher preparation standards, licensing standards, etc.).
- 47.** All professional staff members in my school are held to high standards to increase student learning.
- 48.** In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time.
- 49.** Student learning outcomes are used to determine my school's professional learning plan.
- 50.** My professional learning this school year is connected to previous professional learning.

APPENDIX D

PRINCIPAL PERFORMANCE EVALAUTION FORMS

Principal Reflection Document

Name of Teacher _____ School _____ Date _____

Leadership Standards	Evidence
<p>Culture and Equity Leadership CEL 1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5) CEL 2: Leads to promote professional learning communities for teachers(6) CEL 3: Leads for continuous improvement and celebration (10 & 11)</p>	
<p>Instructional Leadership IL 1: Leads for culturally responsive instruction that maximizes student learning (3) IL 2: 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) IL 3: Leads for the academic and social-emotional success of a diverse student population (8)</p>	
<p>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 (2) HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)</p>	
<p>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 (1) SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)</p>	
<p>Organizational Leadership OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)</p>	
<p>Community Leadership CL 1: Actively advocates for members of the school community and effectively engages family and community (7)</p>	

Classroom Level Student Academic Progress Comments

Survey Data Comments

Areas of Strengths:

Continuing Activities

Areas for Improvement (if needed)

Midyear Review Conference

Name of Principal	School	Date

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

Discussion of Leadership Practices:						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">1.Cultuer and Equity ____</td> <td style="width: 50%; padding: 2px;">4.Strategic ____</td> </tr> <tr> <td style="padding: 2px;">2.Instructional ____</td> <td style="padding: 2px;">5.Organizational ____</td> </tr> <tr> <td style="padding: 2px;">3.Human Resources ____</td> <td style="padding: 2px;">6.Community ____</td> </tr> </table>	1.Cultuer and Equity ____	4.Strategic ____	2.Instructional ____	5.Organizational ____	3.Human Resources ____	6.Community ____
1.Cultuer and Equity ____	4.Strategic ____					
2.Instructional ____	5.Organizational ____					
3.Human Resources ____	6.Community ____					
Areas of Strengths:						
Continuing Activities:						
Areas for Improvement (if needed):						

DATA REVIEW
Student Progress:
Survey Information:

Principal (*signature*)

Evaluator (*signature*)

Principal Performance Based Evaluation

Grades K-2

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	40	1	0.025
Total	377	100	

Grades K-2 = 10 questions for 40 possible points on a 4-point Likert scale. Principals with more than one grade band will average student survey scores across bands

Grades 3-5

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	80	1	0.013
Total	417	100	

Grades 3-5 = 20 questions for 80 possible points on a 4-point Likert scale: Principals with more than one grade band will average student survey scores across bands

Grades 6-12

Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	60	0.714
Growth	3	33	11
SAI Survey	70	3	0.043
SQS Survey	180	3	0.017
Student Survey*	100	1	0.010
Total	437	100	

Grades 6-12 = 25 questions for 100 possible points on a 4-point Likert scale: Principals with more than one grade band will average student survey scores across bands

Principal Performance Classification:
Component Summary:

Leadership /60, **Student Progress** /33, Survey /7

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

This principal received _____ points and is classified as _____.

Areas of Recognition of Effort/commendation (required for Highly Effective Rating):

Professional Development of Self Improvement:

Deficiencies to Correct (required for Ineffective/Developing rating):

Principal (signature)	Date	Evaluator (signature)	Date
------------------------------	-------------	------------------------------	-------------

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

APPENDIX E

GLOSSARY OF TERMS

OPERATIONAL DEFINITIONS

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

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

Calendar Days – Equivalent to one day on the calendar.

Component - The Framework for Measuring Educator Effectiveness consists of three main parts or components: Instructional Leadership, School-level Student Academic Progress and Survey Data.

Element - Each component has many possible parts or elements. For example, in this document Instructional Leadership is made up of six leadership areas derived from the ISLLC Standards. Student Academic Progress, and Survey Data which includes teacher and student input.

Evaluation Outcome – One of four performance classifications derived from the accumulated Student Academic Progress Data, Instructional Leadership practices, and Survey Data, and the associated recommendations for professional growth.

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

SMART Goals – **Specific:** Who? What? Where? **Measurable:** How will the goals be measured? **Attainable:** Is the goal realistic, yet challenging? **Results-oriented:** Is the goal consistent with other goals established and fits with immediate and long range plans? **Time-bound:** Is it trackable and does it allow for monitoring of progress?

Term Definition

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

Aggregate: In statistics, data combined from several measurements.

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

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

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

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

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

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

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

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

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

Indicator: Descriptive statements that define Domain subsets.

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

Mission: A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities

and educational beliefs of the school/district with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

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

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

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

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

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

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

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

Observation: Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.

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

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

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

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

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

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

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

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

School Improvement Plan: A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal; the strategies and interventions for each goal, and the action plan with specific actions; and timelines for the implementation of the school improvement process, with an annual update based on data.

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

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

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

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

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

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

ATTACHMENT 5

Brown, Samuel

From: Juan Rodriguez <jrodriguez@MALDEF.org>
Sent: Friday, April 10, 2015 7:24 PM
To: Tolleson, Julie; WBrammer@rllaz.com; Brown, Samuel; Taylor, Martha
Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Zoe.Savitsky@usdoj.gov; james.eichner@usdoj.gov; Anurima.Bhargava@usdoj.gov; TUSD@rllaz.com; Desegregation
Subject: Mendoza Plaintiffs' Comments on Revised Teacher and Principal Evaluation Plans
Attachments: Mendoza Plaintiffs Comments on revised TUSD TEP 4.10.15.pdf; Mendoza Plaintiffs Comments on Revised TUSD PEP 4 10 15.pdf

Please see the attached comments on the revised teacher and principal evaluation plans.

Juan Rodriguez | Staff Attorney

MALDEF | www.maldef.org

634 South Spring Street, 11th Floor, Los Angeles, CA 90014 213.629.2512, ext. 136 t / 213.629.0266 f

jrodriguez@maldef.org

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Mendoza Plaintiffs' Comments and Objections to TUSD's Principal Evaluation Plan

April 10, 2015

On February 19, 2015, the District provided the Plaintiffs and Special Master with its Principal Evaluation Plan ("PEP") under the Court's January 30, 2015 Order [Doc. 1760]. Mendoza Plaintiffs provided the District their comments on the PEP on March 20, 2015. On April 3, 2015, the District provided the Plaintiffs and Special Master with its revised PEP.

While Mendoza Plaintiffs find that the revised PEP is a substantial improvement over the February 19 PEP, they do have a few remaining concerns. On page 6 of the revised PEP, the District implies that "the superintendent, charter representative or designee" who will deliver the principal orientation will also be the principal evaluator. It is unclear to Mendoza Plaintiffs who will be the principal evaluator, whether there will be multiple evaluators, and the extent to which the evaluator(s) will receive training. Mendoza Plaintiffs request that the PEP be revised to better describe who will conduct principal evaluations, and what type of training they will receive.

The revised PEP indicates that principals will receive an orientation on "the evaluation process." While Mendoza Plaintiffs understand the importance of principals' understanding of the process by which they will be evaluated, they ask what kind of training principals will receive to understand and perform the tasks on which they will be evaluated? Mendoza Plaintiffs remain unclear as to how evaluation results will be used to identify underperforming principals, and about the kind of professional development and support underperforming principals will receive. They request that the PEP be revised to clarify these aspects of the evaluation process.

Mendoza Plaintiffs note that they did find the "TUSD Six Leadership Area Rubric," attached to the revised PEP as Appendix B, to incorporate assessments of the use of CRP practices much better than the rubric for the teacher evaluation plan. They also believe that the descriptions of principal practices corresponding to each performance classification are likely to provide principals with a good understanding of how their use and promotion of CRP will affect their evaluation. However, the rubric for evaluating principal performance makes no reference to race, ethnicity, or to linguistic minorities, and instead relies entirely on references to "culture" and "diversity" in its incorporation of CRP assessments. Mendoza Plaintiffs do not feel that this approach adequately captures responsive pedagogy to address racial, ethnic, and linguistic differences, as required by the USP. They therefore request that the District revise the rubric to expressly include such references.

Mendoza Plaintiffs also note that the weight the District indicates it will give to the various evaluation components in the chart on page 3 does not match up to the information on the evaluation breakdown immediately above the chart. Mendoza

Plaintiffs find that the various surveys the District intends to use for principal evaluations, attached as Appendix C, are likely to adequately capture principals' performance and use and promotion of CRP practices. They defer to Special Master Hawley on whether the total weight given to the surveys (7%) is adequate.

ATTACHMENT 6

Brown, Samuel

From: Savitsky, Zoe (CRT) <Zoe.Savitsky@usdoj.gov>
Sent: Tuesday, April 14, 2015 8:36 AM
To: Juan Rodriguez; Tolleson, Julie; WBrammer@rllaz.com; Brown, Samuel; Taylor, Martha
Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Eichner, James (CRT); Bhargava, Anurima (CRT); TUSD@rllaz.com; Desegregation
Subject: RE: Mendoza Plaintiffs' Comments on Revised Teacher and Principal Evaluation Plans

The DOJ believes that the Principal Evaluation Plan and Instrument (PEP/PEI) comply with the USP. We, like the Mendoza Plaintiffs, suggest that the District import (edited as appropriate) some of the PEI's clear language regarding CRP, data, and expectation-setting into the Teacher Evaluation Instrument. Doing so will help the District meet its obligations under the USP to give adequate weight to teacher efforts to include and engage students of all backgrounds using CRP, and to teachers' use of data in their teaching practice.

Thanks very much.

-----Original Message-----

From: Juan Rodriguez [<mailto:jrodriguez@MALDEF.org>]
Sent: Friday, April 10, 2015 10:24 PM
To: Julie.Tolleson@tusd1.org; WBrammer@rllaz.com; Samuel.Brown@tusd1.org; martha.taylor@tusd1.org
Cc: lthompson@proskauer.com; wdh@umd.edu; rsjr3@aol.com; Savitsky, Zoe (CRT); Eichner, James (CRT); Bhargava, Anurima (CRT); TUSD@rllaz.com; deseg@tusd1.org
Subject: Mendoza Plaintiffs' Comments on Revised Teacher and Principal Evaluation Plans

Please see the attached comments on the revised teacher and principal evaluation plans.

Juan Rodriguez | Staff Attorney

MALDEF | www.maldef.org

634 South Spring Street, 11th Floor, Los Angeles, CA 90014 213.629.2512, ext. 136 t / 213.629.0266 f
jrodriguez@maldef.org

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ATTACHMENT 7

Brown, Samuel

From: Willis D. Hawley <wdh@umd.edu>
Sent: Tuesday, April 21, 2015 7:52 PM
To: Rubin Salter Jr.; Juan Rodriguez; Lois Thompson; Anurima Bhargava; Zoe Savitsky; James Eichner; Desegregation; TUSD
Cc: Willis D. Hawley; Vicki Balentine
Subject: Principal evaluation

There are a number of issues that I believe need to be addressed before an effective principal evaluation process can be implemented.

First, the teacher and student surveys should account for 17% of the total score for ranking rating principals. There is plenty of evidence to justify this allocation. And the many of the items that are identified in this instrument cannot be assessed without such surveys.

Second, the teacher and students surveys should be aligned s should the teacher and principal instruments. What I mean by this is that the same terms and concepts should be used to describe behaviors expected whenever possible. Because the district has built it's instruments and surveys on the backs of other instruments, there is inadequate alignment.

Third, the observational instrument describes principal behaviors and school behaviors. s noted many of the school behaviors cannot be assessed in the absence of surveys and most of the school behaviors are in fact behaviors that we would expect the principal to influence. So there is no reason to distinguish between principal and school behaviors.

Fourth, there is enormous redundancy in the principal behavior instrument and this complicates scoring because it would result in giving considerable weight to some behaviors as opposed to others and it is not clear that this is the intent of the instrument.

Fifth, there are way too many behaviors being assessed. It is literally impossible for the evaluator to go through all of these various measures even when many of them are redundant. Moreover, having this many measures makes it difficult to know what the priorities are and for principals to have a clear vision of what is expected of them. Less is more.

Six, some behaviors appear to be beyond the reach of even excellent principls. For example, knowing how to apply specific aspects of culture and responsive pedgogy to every subject being taught in the school seems daunting. Moreover, this particular behavior is not even expected of distinguished principles, only of those who are proficient.

Seventh, how will the behaviors be scored. I did not count the number of behavior was that my guess is they exceed 100. Is someone to get a maximum score of 400? nd, s noted, since some items appear several times, how is this accounted for?

Eighth, one of the problems facing school districts, including TUSD, is that the pieces don't fit together. So not only are the teacher and principal evaluation instruments and teacher and student the surveys not aligned but they don't tell a story. For example, a lot is known about the processes for facilitating continuous school improvement. Presumably, we would want school principals to be facilitators of continuous school improvement but the instrument measuring their behavior is not aligned with those processes in ways that would help principals identify priorities and focus their efforts as a set of interrelated activities.

Finally, there are number of incomplete sentences and inconsistencies. For example, In some cases the instrument indicates that distinguished behavior must include the behaviors are identified as proficient but in other cases does not. Further, some of the behaviors identified as distinguished do not appear in the proficient categories. Usually, rubrics represent different levels of effectiveness with respect to particular measures.

This is not easy work. District has taken on a difficult task and made some progress. More is needed to be done and if it is done well, this work will influence work in other districts as well.

Bill

Sent from my iPad

ATTACHMENT 8

Brown, Samuel

From: Brown, Samuel
Sent: Wednesday, April 22, 2015 4:57 PM
To: Willis D. Hawley; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Tolleson, Julie; TUSD; Zoe Savitsky
Cc: Holmes, Steven; Foster, Richard; Taylor, Martha
Subject: TEP-PEP Response
Attachments: 20150422 TUSD Response to Men-DOJ re TEP-PEP.docx

All: please see attached TUSD's response to the comments submitted by the DOJ and the Mendoza plaintiffs during the resolution period. Per the Mendoza plaintiffs' suggestion, and in an effort to resolve the issues raised in the DOJ/Mendoza comments, our response includes a proposal to extend the resolution period by two weeks – until May 4, and a proposal to shorten the R&R period (if such becomes necessary) so that our efforts to resolve certain issues do not negatively impact our ability to implement the final tools in a timely manner. Please let us know your thoughts and/or agreement this week – thanks, Sam

Samuel Emiliano Brown
Legal Counsel
Tucson Unified School District
520.225.6067
520.226.6058 (fax)
samuel.brown@tusd1.org

TUSD's April 22, 2015 Proposals and Response to DOJ and Mendozas Comments on the Teacher and Principal Evaluation Instruments/Plans ("TEI/PEI" or "TEP/PEP")

1. Proposed Extension

Section 3(D) of the Stipulated Process states: "[i]f the parties agree, and the Special Master does not object, the period for resolution of differences may be extended. Such agreement shall be confirmed in writing." (ECF #1350 at 3) On April 10, 2015 the Mendoza Plaintiffs submitted comments/objections, followed by the DOJ on April 14, 2015. On April 17, 2014, counsel for the Mendoza Plaintiffs suggested an extension of the resolution period. TUSD, DOJ, and Mendoza counsel have agreed to the extension; TUSD proposes two weeks from April 20, 2015 until May 4, 2015, to resolve the remaining DOJ and Mendoza concerns. The Fisher Plaintiffs did not "respond in writing regarding remaining concerns with the proposed Plan's compliance with the USP" as required by section 3(B) of the Stipulated Process.

2. Proposed Modification to the Stipulated Process Timeline

TUSD will strive to resolve differences and avoid an R&R, still, TUSD requests all parties stipulate to the following briefing schedule so the extension of the resolution period does not negatively impact TUSD's ability to timely implement the revised evaluation instruments:

3(C) Days 53-74 (ending May 4): the parties use whatever means appropriate – calls, redlined drafts, etc. – to attempt to resolve any remaining issues.

4. Day 75 (May 5): Plaintiffs will indicate via email their intention to submit, and basis for, any R&R request. The Governing Board will study the proposed plan and the basis for any R&R request(s) on May 19. The District will deliver the plan as presented to the Governing Board (or as revised per Governing Board recommendation) to the Special Master and Plaintiffs on May 20. Within seven days of receipt (on or before May 27), Plaintiffs may request an R&R and must explain their objection(s) and identify the record relevant to the objection(s) in the form directed by the Court.

5. The Special Master will prepare the draft R&R within eight days of receipt of the request (on or before June 4), explaining the disagreement and providing his recommendation for resolution (per Order, Doc. No. 1510, filed 12/2/2013, at 8:11-12). During the first five days of this period (ending June 1), the District shall have an opportunity to respond to the objections of the plaintiffs that served as the basis for their request. The draft R&R will include as attachments all Action Plan Documents set forth in the Order (Doc. No. 1510 at 8:13-22). The Special Master's draft R&R shall be shared with the parties on or before June 4 to allow TUSD to align its position with the recommendations. The Governing Board will vote to adopt the final proposed Plan on June 9. If the Governing Board does not align the final proposed plan with the recommendations of the draft R&R, the Special Master will file the R&R no later than June 12, including a request for an expedited ruling within 30 days.

6. Per the court's December 20, 2013 order (ECF #1529), the parties may object to the R&R within seven days of its filing (by June 17); there are no replies unless the court so orders.

3. General Overview

State Law Considerations

Under Arizona law, the evaluation instruments must be valid and reliable. In 2013-14, TUSD rolled out the 2013 Danielson framework for teaching, a valid and reliable instrument. TUSD's 2013-14 and 2014-15 USP-based revisions (for 2014-15 and 2015-16) were specifically designed in a manner that would not likely impact the validity and reliability of the instrument. A wholesale change in the structure of the instruments, in other words a complete rewrite, would likely cause the current instruments to lose their demonstrated validity and reliability and thus would not likely meet state requirements.

Employee Agreement Considerations

TUSD's employee agreement with teachers requires TUSD to convene a committee made up of TUSD and TEA members to submit recommendations for modifications to the evaluation instrument. Given the concerns raised by the parties, the committee was reconvened and charged with further embedding additional culturally responsive practices into the TEP/PEP, and to expand the plans through more explicit language related to culturally responsive practices. The committee met over six weeks from January through April to make substantive changes to the instrument, including meetings with the CRPI Director. Those changes are reflected in the revised plans.

Capacity and Training: Fundamental Expectations

Given the above realities, TUSD must consider that revisions to the current document have to be vetted through the TEA/TUSD committee, that a structural change to the TEP and/or PEP would likely impact the validity and reliability of the instrument(s), and that a key component to ensuring that the evaluation tools are impactful for students is to develop a deep, collective, institutional understanding of culturally responsive practices/pedagogy. The current plans have some great embedded practices but the ultimate goal, which TUSD shares with the Special Master and Plaintiffs, is to reach the place where CRP is part of everyday teaching in TUSD. Reaching that goal will require time, capacity-building, buy-in, and sustained and consistent professional development.

4. Specific Commitments Related to Resolution of the Comments/Objections Submitted by the DOJ and by the Mendoza Plaintiffs

As several of the comments/objections/questions were embedded within the text of the Mendoza documents, TUSD staff paraphrased the language below in order to develop a clear response. If the comment/question was misinterpreted, please clarify as soon as possible.

DOJ TEP Comment 1: DOJ suggests the District import (edited as appropriate) some of the PEI clear language regarding CRP, data, and expectation-setting into the TEI.

Response: The District will import some of the PEI language into the TEI but welcome specific examples of language the DOJ feels should be imported.

Mendoza TEP Comment 1: Mendoza Plaintiffs request “discussion of evaluator training, and the professional development teachers will receive to understand and perform the tasks on which they will be evaluated” be included in the “plan.”

Response: These are not required components of the evaluation instruments, but they exist in the professional development plan that has already been sent to the parties.

Mendoza TEP Comment 2: TEP is unclear about who the “supervisor[s]” are and how the District and/or school will determine whether the principal or supervisor (or both) will conduct teacher evaluations.

Response: A qualified evaluator evaluates the teacher – it could be the principal or another qualified evaluator (for example, an Assistant Principal).

Mendoza TEP Comment 3: Most of the redlined revisions are not aimed at infusing the rubric with an assessment of teachers’ use of CRP...rather, they consist of the mere addition of words and phrases like “and culture,” “cultural,” and “and cultural background.” Noticeably absent from revisions to the Danielson rubric is any reference to race or ethnicity, notwithstanding that the USP expressly requires that the evaluation instrument give weight to “teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using” CRP. USP Section IV, H, (i), (I).

Response: TUSD will modify the rubric to include a clear reference that diversity as used in the instrument refers to racial, ethnic, cultural, and linguistic diversity.

Mendoza TEP Comment 4: There are no related descriptions for unsatisfactory and basic teacher practices.

Response: TUSD made the decision to include CRP as a positive attribute at the higher levels, rather than note its absence at the lower levels. Teachers who have not engrained CRP into their practice cannot be deemed proficient or distinguished – the top two categories.

Mendoza TEP Comment 5: Mendoza Plaintiffs request that the District revise to allow teachers to meaningfully understand all the CRP aspects of teacher evaluations.

Response: Throughout the document, CRP concepts are embedded even if certain buzz words are not present. In 3(c), for example, contains aspects of CRP even if the buzz words are not included. 3(c) refers to intellectual engagement which teachers are expected to achieve using the tools of CRP (see Domain 1(e), teachers are expected to plan to use CRP in their lessons to ensure intellectual engagement).

Mendoza TEP Comment 6: Mendoza Plaintiffs request that the District revise the weight it will give to student surveys in evaluating teachers (more than 3%)

Response: The District is willing to bring this suggestion back to the joint TUSD/TEA committee for discussion and possible modification.

Mendoza TEP Comment 7: Mendoza Plaintiffs also do not think that the District's revised TEP gives weight to teachers' use of data "to improve student outcomes, target interventions, and perform self-monitoring," as required by USP Section IV, H, (ii).

Response: See TEP section 1(f).

Mendoza TEP Comment 8: Mendoza Plaintiffs request that the District revise the TEP to include information about the type of evaluation outcomes that would result in a referral for additional professional development and support.

Response: The Teacher Support Plan includes this information.

ATTACHMENT 9

Brown, Samuel

From: Willis D. Hawley <wdh@umd.edu>
Sent: Friday, May 01, 2015 2:31 PM
To: Rubin Salter Jr.; Juan Rodriguez; Lois Thompson; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT); Eichner, James (CRT); Desegregation; RLL
Cc: wdh1938@gmail.com
Subject: T&P Evaluation
Attachments: T & P Eval Plan Comments 5-1-15 (2).docx; JI revision 1a1b1c 4-25-15.docx

Please my comments on the T&P Evaluation processes. In this summary, I refer to examples of changes in the TEI. These are attached also. On April 22, I forward the amended intro to several of the components of the TEI. I share these to give you a feel for the kinds of modest changes being proposed now that relate specifically to culturally responsive pedagogy.

Willis D. Hawley
Professor of Education and Public Policy
University of Maryland
Senior Advisor
Southern Poverty Law Center

May 1, 2015

To: Parties

From: Bill Hawley

Re: T&P Evaluation

Overview

The purpose of this memo is to summarize my objections to the Teacher and Principal Evaluation Plans.

It is critically important that decisions be made as soon as possible about the content and processes involved in teacher and principal evaluation so that appropriate training can go forward and the process will be seen as fair and will result in the enhancement of professional proficiency. That said, it is essential that the instruments and processes move the District forward in improving the learning opportunities of all students. What teachers and principals do are the most important determinants of what student will know and be able to do. The evaluation instruments, and how they are used to shape professional development, are the most effective way to affect teacher and principal effectiveness.

With respect to each of these evaluations, there are four main issues. First, there is the description of the behaviors to be assessed. Second, there is the matter of how those who will do the evaluation can be appropriately trained. Third, the consequences of weak assessment of performance to include, but not be limited to, the provision of effective professional development. Fourth, the weights to be given to surveys. With respect to the last of these, I am firmly committed to pushing for the maximum number of points-- namely, 17-- to be assigned to the surveys.

I believe that these evaluation instruments and processes are fundamental to the success of the USP and, if carried out effectively, could eventually serve as a model for the nation.

Teacher Evaluation

The Observation Protocol

The District has made progress in integrating elements of cultural responsive pedagogy into the Danielson instrument that the District has used as its framework for the design of the observation protocol. But there is work to be done so that teachers will more clearly understand what is being asked of them and the design of professional development can be guided thereby.

I am prepared to work with colleagues (the District will not need to compensate these individuals) to propose revisions of the rubrics describing distinguished teaching. Within a week, we will submit revisions of each component using the Danielson framework and the District's work thus far as we complete it. The committee of District personnel can then consider whether to incorporate these suggestions in the instrument. We will also revise the introductions to each component, or at least each domain, so that the evaluators, trainers and teachers will have a conceptual understanding of relevant aspects of CRP.

My understanding is that our initial work on the components, which I will include with this set of comments, has been well received by the District. You will note that the changes are not extensive but they are substantive. There are no issues of validity here and it should be noted that the District has made changes in the Danielson framework that go beyond those related to culturally responsive pedagogy.

This revised instrument would be considered a draft to be used in the evaluation for formative purposes which would, in turn, lead to revisions throughout the year.

Training of Evaluators

Evaluators/coaches should be trained on the issues identified in the revision. While principals and or assistant principals should be involved, evaluation should be the primary responsibility of teacher leaders/coaches. I think almost all experts on evaluation would agree that principals will not have a deep understanding of how culturally responsive pedagogy can be applied in particular subject areas and many will not have had recent teaching experience.

Consequences of Evaluation

No teacher should be fired next year based solely on performance on the evaluation instruments. Those who score poorly could be referred to the peer assistance and review program provided for in the USP.

Arizona has changed its state test and has given Districts the opportunity to use alternative measures to the state test for evaluating teachers. I think the evidence on the validity of using standardized tests to measure teacher effectiveness through so-called value-added methods is sufficiently problematic to dismiss the use of these tests entirely (says the National Research Council and others). Moreover, less than half of the teachers actually have test scores for the students they teach so that state scores for the entire school were used for individual teachers. This is patently unfair and most likely illegal. The District is proposing to use the best of one of two types of measures of student achievement--state tests or benchmark assessments employed by the District. I believe this is sensible.

Weighting Student Surveys

I believe that the weight to be given for teacher for student surveys should be the maximum allowed by state law-- 17%. Teachers want 3%. 3% is, of course, meaningless. I feel strongly that the weight given to the student survey-- which has been validated elsewhere-- should signal the importance of teacher responsiveness to student needs and the importance of building caring and productive relationships with students. I recently asked one of the nation's leading experts on teacher evaluation what percent of points he would recommend for student surveys. He said 40 percent and supplied a study showing

which items on the student survey are most highly correlated with teacher effectiveness measured by student performance.

However, I believe that the results of the three different types of measures used can be examined at the end of the school year and, should the evidence warrant it, weight of this survey could be reduced.

Principal Evaluation

The Observational Protocol

The principal evaluation instrument is less well-developed than that to be used for teachers. The current instrument involves substantial redundancy and represents a list of competencies that are too numerous and do not describe a coherent theory of action.

No later than the end of May, I propose to provide a revision of the principal evaluation instrument and the District can decide whether to incorporate these proposals in the instrument. In the revision, I would eliminate the “school behaviors” and incorporate them as outcomes we expect principals to facilitate. Many of these school behaviors can only be accessed through teacher and/or student surveys.

As with the teacher evaluation, this new revision would be treated as a draft and used for formative purposes. However, those who undertake the evaluation would be free to recommend to senior District personnel that principals who do not demonstrate effective leadership could be removed or placed on probation and provided appropriate professional.

Training of Evaluators

Training for those who evaluate principals should be extensive to ensure the reliability of the assessment and inspire confidence among principals that they are being assessed fairly. Principal evaluation plans should specify who will actually conduct these evaluations, how often principals will be observed, and what data will be used to validate observations. Many of the behaviors to be evaluated can be compared to actual outcomes in the schools such as student

attendance, retention in grade, how discipline is handled and other matters identified in the USP as the responsibility principals.

Consequences of the Evaluation

The PEP should specify what the consequences of evaluation. As with the teacher evaluation, this new revision would be treated as a draft and used for formative purposes. However, those who undertake the evaluation would be free to recommend to senior District personnel that principals who do not demonstrate effective leadership could be removed or placed on probation and provided appropriate professional development. Rewards or at least recognition for exceptional effectiveness should also be considered.

Scoring the Protocol and Weighting Elements of the Evaluation

The weight of teacher and student surveys should total 17% and should be divided equally. The PEP also needs to clarify how components of the observational protocol will be scored. As noted, there is considerable redundancy in the instrument which could lead to unintentionally emphasizing some behaviors over others. Indeed, a fundamental problem with both instruments, is that they assume that all of the behaviors are equally important to determining effectiveness. This is demonstrably not true.

Plans for Revision

The PEP and the TEP should include plans for revision.

The evaluation processes should be primarily formative in the next year—that is, they should inform staff about what is expected, provide support, and be seen as works in progress. Revision should reduce the number of items and by the end of the year the teacher and principal behavior instruments and the teacher and student surveys should be aligned so that teachers and principals can be evaluated consistently and fairly.

As noted, I believe that it is critically important that the teacher evaluation instruments, especially the TEI, be approved by the parties as soon as possible because the content of the instrument has a significant effect on the content of

professional development which needs to be planned now so that much of it can be delivered, at least to trainers, during the summer. I suggest that the District set an early date for its final draft of both of the TEI and that a phone conference be scheduled to allow reaction by the plaintiffs and the special master to this instrument if they feel a need to do so. A similar process could be used with the PEI. I note that designing evaluation instruments is (as we have seen in this case) not easy, and while general content can and should be discussed, the design of the actual instruments requires concern about issues that could be described as technical and are unlikely to be effectively carried out by committee.

ATTACHMENT 10

Brown, Samuel

From: Brown, Samuel
Sent: Tuesday, June 2, 2015 8:05 AM
To: Willis D. Hawley; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter Jr.; Zoe Savitsky
Cc: Tolleson, Julie; Taylor, Martha; TUSD; Desegregation
Subject: Revised Principal Evaluation Rubric
Attachments: 2015-2016_FINAL_TUSD_Principal Evaluation Tool_06.2015.docx

Dr. Hawley/Counsel: please find attached the revised principal evaluation rubric, revisions are highlighted throughout the document. We will make the survey portion of the calculation worth 10% which will match that of the teacher evaluation. Sam

TUCSON UNIFIED SCHOOL DISTRICT

SITE ADMINSTATOR EVALAUTION RUBRIC

BASED ON THE 2014 INTERSTATE SSCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

NOTE: Items in RED font are revisions made to the precious draft

Items highlighted in YELLOW represent the combining of two or more indicators

REVISED JUNE 1, 2015

Tucson Unified School District Areas of Leadership Rubric		
Domain: School Leadership		
Expectation	Indicator	
Culture and Equity Leadership	CEL 1	Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)
	CEL 2	Leads for continuous improvement and celebration (10 & 11)
	CEL 3	Leads to promote professional learning communities for teachers(6)
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 (4)
	IL 2	Leads for the academic and social-emotional success of a diverse student population (8)
	IL 3	Leads for culturally responsive instruction that maximizes student learning (3)
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 (2)
	HRL 2	Implements a strong system for identifying, recognizing and distributing talent (4)
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 (1)
	SL 2	Distributes leadership to inspire change in support of an empowered school culture (6)
Organizational Leadership	OL 1	Strategically aligns resources: people, time, and money, to drive student achievement (8)
Community Leadership	CL 1	Actively advocates for members of the school community and effectively engages family and community (7)

All site administrators will act in an ethical manner, adhering to the ethical principles and professional norms outlined in Tucson Unified School District Governing Board Policies and Regulations (9).

Principal Behaviors are rated on a 1-4 level of performance: Unsatisfactory (1); Basic (2); Proficient (3); and, Distinguished (4).

School Behaviors are rated as either a 1 or 3. The maximum possible points for each indicator are 7.

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:		
CEL 1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Does not exude an attitude of optimism or express his/her belief that all students can and will learn at high levels. Is generally unaware of differences among diverse* student populations. 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. 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. Does not always act on discriminatory behavior or does not respond appropriately. 	<ul style="list-style-type: none"> 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. 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. 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. Has zero tolerance for discriminatory behavior. 	<ul style="list-style-type: none"> 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. Holds staff accountable to these same attitudes and beliefs. Makes innovative and courageous plans to address the 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. Seeks input from staff and students to guarantee a school and work environment that values and appreciates diversity.* Ensures that the learning environment is free from discriminatory behavior and practices. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. Ensures the presence of structures for equity- Ensures that the student voice and student action drive equity efforts.
School Behaviors	<ul style="list-style-type: none"> Learning among colleagues is not the norm and exists only within certain teams of teachers. Teachers do not regularly engage in reflection about their practice and the needs of their students. Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are. 		<ul style="list-style-type: none"> Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community. 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. 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. 	

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

		<ul style="list-style-type: none">• A college-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents, and students).• Students understand that college is an option for their future and when asked can discuss it as an option.
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DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:		
CEL 2: Leads for continuous improvement and celebration (10 & 11)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Communications or behaviors sometimes represent a negative or unprofessional stance Does not demonstrate an awareness of personal strengths and areas for professional growth. Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. Does not provide celebrations to mark success and achievement. Rarely or never identifies targeted growth areas for staff. Celebrations are inconsistent and limited. 	<ul style="list-style-type: none"> Represents the shared values of the district through interactions with certain stakeholders. 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. Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. Implements behavioral management systems that represent responsiveness to student culture. Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule. 	<ul style="list-style-type: none"> Monitors school climate to ensure that all interests and opinions are heard and respected. Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. Consistently models personal reflection, creates a safe environment where teachers and him/herself reflect on their mistakes, learn from experience, and grow professionally. Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. 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. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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 Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to values-based leadership and professional learning. Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. Maintains a systematic perspective and promotes coherence across all dimensions of the school or district. Assesses, analyzes, and anticipates emerging trends to shape school or district decision-making.

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

<p>School Behaviors</p>	<ul style="list-style-type: none"> • Staff members do not see the principal as lead learner in the school; staff may not know what the principal’s professional areas for growth are. • Celebrations are cursory, intermittent, and/or non-existent. • There is little evidence that the school staff or greater community celebrate the diversity of the student population and greater community 	<ul style="list-style-type: none"> • Staff members can articulate the school leader’s strengths and areas of growth. • School celebrations are perceived as fun and mark individual, team, and school-wide achievements.
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*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

DOMAIN: School Leadership		Expectation: Culture and Equity Leadership		
CEL 3: Leads to promote professional learning communities for teachers(6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Inconsistently represents behaviors that are representative of the shared values Expectations for teacher collaboration are not clear. Rarely encourages sharing of best practice and instructional ideas. 	<ul style="list-style-type: none"> Inconsistently supports the instructional decisions made by Teachers 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. Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms. 	<ul style="list-style-type: none"> Empowers teachers to make instructional decisions that are responsive to the needs of students Creates systems, processes, and expectations for teachers to collaborate as a team with intentionality and connections to school-wide commitments Ensures that sufficient time is set aside for collaborative professional learning and development by teachers. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders. 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.
School Behaviors	<ul style="list-style-type: none"> Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school-wide commitments. Teachers do not regularly engage in reflection about their practice and the needs of their students. 		<ul style="list-style-type: none"> Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their classrooms. Teachers engage productively to leverage what they learn in collaborative data meetings to make instructional changes and implement student specific interventions in their classrooms. Teachers are able to openly reflect on their areas of strength and growth and share wit the principal and one another what support they need to grow professionally. 	

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

DOMAIN: School Leadership		Expectation: 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 (4)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> 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. Rarely participates in reflective data-driven conversations with teachers to review student-level data. Does not ensure that a focus on the TUSD Curriculum are embedded into site-based Professional Development . 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. 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. 	<ul style="list-style-type: none"> Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. 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. 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. 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. 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). Use of technology in classrooms may be intermittent and not consistent across classrooms. District online data resources 	<ul style="list-style-type: none"> 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. Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced. Provides regular, actionable, and meaningful feedback to teachers. Expects action on feedback regarding classroom instruction. Holds teachers accountable for trying new instructional strategies based on feedback. Uses current research matched to multiple sources of data to understand trends in student needs, set rigorous student achievement targets, and celebrate success. Ensures that teachers understand and deliver instruction that leads to student success with a culturally and linguistically diverse group of students. Sets expectations and provides support for all teachers to be competent users of formative, 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. Ensures that teachers independently engage in data-driven conversations that include using district online data sources and teacher developed formative assessments.

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

		<p>(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.</p>	<p>interim, and summative data in order to make sound instructional decisions.</p> <ul style="list-style-type: none"> • Provides training and protocols for the implementation of data-driven conversations by teacher teams. • Regularly participates in data-driven conversations with individual and groups of teachers to review data and discuss instructional implications. • 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. 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind. • Staff is unaware of achievement gaps and data outlining those gaps. • 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. • Teachers cannot discuss their strengths as practitioners. • There is no or little evidence of consistent best instructional practice from classroom to classroom. • Teacher collaboration is non-existent, minimal, or unintentional. • Awareness of and instruction for standards is not evident or is sporadically implemented. 		<ul style="list-style-type: none"> • Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need. • Teachers apply feedback from reflective feedback conversations to their instructional practice. • Teachers know where to find professional development support aligned to feedback and areas for growth. • Evidence of consistent best instructional practice exists from classroom to classroom. • 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. • TUSD curricular standards are used during collaborative planning time to align and plan for grade- level and vertical-content expectations. • Teachers have opportunities to observe one another and reflect on their practice together. 	

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		<ul style="list-style-type: none">• Collaborative data analysis processes are in place and are prioritized and implemented with fidelity and commitment.• School-wide instructional decisions are based on student-level data that includes formative, interim, summative, and other sources of data.• Meaningful and relevant data is reviewed at most school meetings in order to set next steps for improvement and inform school-wide instructional decisions.• Students use data to understand their progress toward individual goals, grade-level standards, and college readiness.• 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.
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DOMAIN: School Leadership		Expectation: Instructional Leadership		
IL 2: Leads for the academic and social-emotional success of a diverse student population (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> 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). 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. Does not provide support for broad cross-section of teachers to have access to student level data. Systems are not in place for identification, assessment, and program placement for diverse* student populations. 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. Mismanages budgetary resources that are aligned to diverse* student 	<ul style="list-style-type: none"> Values students with different academic and physical needs, but may not share this value broadly with the school community. Educational access for diverse* student populations may exist for some student groups, but not for others. 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. 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. Requires professional development and complies with legal and policy requirements related to service provision for diverse* student populations. 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. 	<ul style="list-style-type: none"> Demonstrates and communicates a strong value for students with different academic and physical needs. 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). Is committed to, understands, and ensures educational access to developmental learning opportunities for diverse* student populations. Applies identified best practices to ensure the identification of, assessment of, and program placement for all student populations. Requires professional development and empowers staff to ensure that compliance with legal and policy requirements is a shared responsibility. 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. Empowers teachers to make decisions in the best interest of 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.

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	populations.	<ul style="list-style-type: none"> • 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. 	<p>diverse student populations.</p> <ul style="list-style-type: none"> • Provides resources for the instruction of diverse*student groups and ensures they are used regularly by teachers. 	
School Behaviors	<ul style="list-style-type: none"> • School community does not embrace diverse* student populations as evidenced by lack of access to educational opportunity for certain groups of students. • Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result. • 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. • 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. 		<ul style="list-style-type: none"> • 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. • Teachers understand disaggregated data for students with special needs and differentiate instructional practice as a result. • 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. • 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. 	

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DOMAIN: School Leadership		Expectation Instructional Leadership:		
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Lacks knowledge about and support for teachers in the implementation of culturally responsive pedagogy and instruction Does not target feedback to teachers to culturally responsive instruction, and/or does not make efforts to increase instructional knowledge for culturally diverse students. Inconsistently works to ensure that research-based resources are available that support culturally diverse students Lacks understanding of and expectations for culturally responsive instructional strategies 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). Inconsistently supports parents by providing culturally sensitive information and communication. 	<ul style="list-style-type: none"> Is knowledgeable about and supports teachers in the implementation of culturally responsive pedagogy and instruction, but this may not cross all content areas. 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. Ensures research-based resources are available that support culturally students but may not support accountability for implementation. Holds inconsistent expectations for teachers to implement culturally responsive strategies Supports parents by providing culturally sensitive information and communication in a family's native language. Ensures access to effective curriculum and resources that support English language learners in their development of English proficiency, but may 	<ul style="list-style-type: none"> Is knowledgeable about and supports teachers to ensure implementation of culturally responsive strategies across all content areas and assessments. Instructional knowledge of needs of culturally diverse group of students allows for targeted feedback to teachers to support learning for all Ensures research-based resources that support diverse students are available and utilized. Is committed to communicate with family and community in a culturally sensitive manner. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. 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. Teachers take ownership of effective pedagogy (culturally responsive) to close the achievement gap and treats students as individuals.

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		allow for inconsistent utilization of these resources.		
School Behaviors	<ul style="list-style-type: none"> Some, most, or all teachers are not engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; Most or all teachers do not have awareness or understand culturally response instructional strategies. Staff is not aware of students' home languages, backgrounds, interests, and/or cultural heritage. There is not a shared responsibility to ensure that all students make progress and achieve at high levels in all content areas. Parents of diverse students are not empowered to advocate for the best interest of their students. 		<ul style="list-style-type: none"> Teachers are engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; All teachers clearly understand the impact of culturally responsive strategies for all students. All staff knows the student's home languages, backgrounds, interests, and cultural heritage. Levels of all students progress, specifically African American and Latino, are regular parts of collaborative data conversations. All staff share responsibility to ensure that all students make progress and achieve at high levels in all content areas. Parents of culturally diverse students are empowered to advocate for the best interest of their students. 	

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DOMAIN: School Leadership		Expectation: Human Resource Leadership:		
HRL 1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> • Inconsistently provides feedback conversations or, when doing so, puts teachers off such that they have a difficult time hearing feedback. • Feedback conversations do not result in the teacher’s ability to articulate strengths and areas of growth. • Rarely identifies teacher leaders. • Rarely provides supports necessary for teachers to grow in their practice. • Rarely deals with poor performance unless it becomes obvious to others that a response is required. 	<ul style="list-style-type: none"> • Reviews data sets that relate to teacher performance but inconsistently applies data to performance conversations. • 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. • 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). • Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations. • Provides a professional development plan that is based on data but does not demonstrate a high level of differentiation. 	<ul style="list-style-type: none"> • 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. • Communicates high expectations for staff through strong performance conversations connected to identified needs at the school and classroom levels. • Uses data developed through the observation and evaluation system to consistently identify the performance level of teachers. • 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. • Facilitates performance-focused conversations in a differentiated manner so that all teachers are supported in articulating their strengths and discovering their areas for growth. • Implements school-wide and teacher-level professional development plans that are 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> • Navigates change in the midst of ambiguity and competing demands and interests. • 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. • 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.

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			<p>informed both by student level data and by data collected through the observation and evaluation process.</p> <ul style="list-style-type: none"> • Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. • Directly and immediately responds to poor performance by staff members in a timely and systematic manner. 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • Teacher leaders are either not identified or, if identified, their role is unclear to both teacher leaders themselves, and other teachers in the school. • 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. • 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. • 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. • School's instructional area of focus may be unclear to teachers and/or connections not made to the Continuous Improvement Plan (CIP). 		<ul style="list-style-type: none"> • Teachers who are struggling with instruction receive timely support and clearly know the next steps required to improve their practice (Targeted Support Plan). • Teachers regularly support one another in moving forward with quality instructional practice. • 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. • Effective teachers are identified for teacher leader roles. • Teachers understand the connection between their priorities with instruction and the Continuous Improvement Plan (CIP). 	

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DOMAIN: School Leadership		Expectation: Human Resource Leadership:		
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Inconsistently implements processes and systems for recruiting and hiring high-quality staff matched to the needs of the school. Inconsistently performs recruiting and hiring actions in a timely fashion. Is not able to speak specifically about the strengths and growth areas for each staff member. Fails to build capacity through identification of teacher leaders. 	<ul style="list-style-type: none"> 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. 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. 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. Inconsistently deals with poor performance and, while dealing with poor performance, may allow it to linger too long. 	<ul style="list-style-type: none"> 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. Ensures a hiring process that includes observation of classroom practice Ensure that staff members contribute to the hiring of high-quality candidates. Creates strong teams that include individuals with a variety of skills, backgrounds, and experiences. Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building. 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. Regularly identifies teacher leaders from different cultural backgrounds. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Implements the use of innovative performance and competency-based selection processes. Creates systems of support and development for all staff members acknowledging that support for high performance is as important as that for low performance.
School Behaviors	<ul style="list-style-type: none"> Teachers are not part of hiring decisions, or, if involved, their perspective may not be considered in hiring decisions. Only some staff with certain backgrounds are developed as leaders. Teacher leaders may not be identified, or may not have a clear 		<ul style="list-style-type: none"> Teacher leaders have a role in staffing, including determination of critical competencies for positions. Staff members of all backgrounds/levels have the opportunity to 	

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	<p>role in supporting colleagues.</p> <ul style="list-style-type: none"> • Hiring process is unclear and lacks purposeful activities to assess candidate fit for the position. • High-performing teachers regularly leave the school over time. • 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. 	<p>develop as leaders.</p> <ul style="list-style-type: none"> • Staff members of all performance levels have opportunity and support for growth. • Teacher leaders have clear role in supporting colleagues. • 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]). • 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). • High-performing teachers are committed to and remain at the school over time.
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DOMAIN: School Leadership		Expectation: 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 (1)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> • 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. • 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. • Rarely articulates shared values and goals. • Understands the statutory requirements of the CIP but may develop a plan in isolation or with little stakeholder involvement. 	<ul style="list-style-type: none"> • May use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time. • 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. • Engages stakeholder input into the development of the CIP, but does not overtly support implementation of the CIP. • Occasionally creates milestone goals aligned to vision and mission of the school, but might not be transparent about these milestone goals with stakeholders. • Articulates shared values and goals and occasionally aligns actions with stated values and goals. • Uses attendance and disciplinary data to identify goals. 	<ul style="list-style-type: none"> • 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. • Regularly uses quantitative and qualitative data to identify the school’s current reality (trends and gaps for all student groups are represented). • Engages broad stakeholder input into the development and implementation of the Continuous Improvement Plan (CIP). • 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. • Ensures that the professional development plan is aligned with shared values, vision, mission and the CIP. • Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success. 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> • Ensures that the school’s values, vision, mission, and goals drive decision-making. • Ensures that problem-solving and strategic planning is fully inclusive of the diversity of stakeholders in the school and community. • 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.

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<p>School Behaviors</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • Work to measure, revisit, and update the CIP document may only occur when required by the district or state expectations. 	<ul style="list-style-type: none"> • School mission and vision are visible around the school and are present in school-level conversations. • All school stakeholders are able to talk about the values, vision, mission and goals of the school. • School community members understand that individual contributions will lead to the collective success of the school. • School committees have responsibility for guiding the core work of the school that exemplifies the values, vision, mission, and CIP goals. • 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. • Stakeholders understand the CIP as a living and growing document and use it as a guide for goal setting and action planning. • Individual and small-group goals and strategies are well aligned with the CIP.
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DOMAIN: School Leadership		Expectation: Strategic Leadership:		
SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Does not provide a strong model for the development of others. Fails to recognize need for change in the school environment or is not open to change. Occasionally responds to frustrations, setbacks or failures in a calm manner but does not communicate a sense of optimism in response to challenges. Delegates responsibilities in a manner that is not viewed as empowering. Does not consistently communicate the importance of collaboration. Systems are not used to encourage collaboration. Change management strategies are not evident. 	<ul style="list-style-type: none"> Inconsistently models the behavior he or she expects in others. Seeks to learn more about how to support change and how to make sense of change. Responds to setbacks or failures in a calm manner but fails to communicate a positive perspective on the challenges. Sometimes misjudges which work to personally engage in and what to delegate. Practices collaboration occasionally, but tends to rely on unilaterally- made decisions. Minimal or required systems are used to engage collaborative decision-making. Understands change management concepts and occasionally applies change management strategy. 	<ul style="list-style-type: none"> Models the leadership behavior he or she expects to see in others. Provides feedback to develop the leadership capacity of staff members. Establishes structures and empowers teachers to engage as teacher leaders through conversation and decision-making in regard to significant issues and decisions. Leads successfully and effectively manage change processes in an environment where change is the norm and ambiguity is often present. Remains calm, constructive, and optimistic despite resistance, setbacks, or failures. Effectively determines which work to personally engage in and what to delegate. Establishes and uses systems, structures, and processes for collaborative decision-making. Makes decisions unilaterally when it is in the best interest of the 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities. Creates a culture that embraces change and is supportive of appropriate levels of risk-taking. Systematically challenges the status quo by leading change initiatives in alignment with the CIP. Creates a responsive and flexible culture that encourages and gains value from innovation.

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			<p>school.</p> <ul style="list-style-type: none"> Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. Challenges the status quo. Regularly shares ideas, plans, struggles, and successes with colleagues in other schools. 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> Change is met with fear or resistance as evidenced by immediate push-back, rather than willingness to ask questions and search out understanding. Does not provide opportunity for staff members to have difficult conversation and may avoid situations where such dialogue may occur. Does not provide meaningful information to staff to help members make sense of change. Structures and/or conversations around change process are not evident. 	<ul style="list-style-type: none"> Staff and community members lead various processes within the school and are empowered to make decisions. Teacher leadership extends beyond structured systems. Staff members collaborate in formal and informal ways on a consistent basis. Stakeholders understand change as an opportunity to create a context of excellence. 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. Stakeholders are able to create meaning from change and incorporate new strategies into their individual sphere of influence in the school. Communication regarding decisions is transparent and proactive. 		

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DOMAIN: School Leadership		Expectation: Organizational Leadership:		
OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Staffing and scheduling are not well-aligned to school priorities. Work is more reactive than proactive. Prioritization of time may be ineffective and focus is on the urgent rather than what is important. There may not be a direct correlation between budget development and school goals. Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. Fails to ensure that safety and risk-management plans are implemented and practiced effectively. 	<ul style="list-style-type: none"> Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. Demonstrates some time-management skill, but prioritization may be day-to-day rather than on a longer-range scale. 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). Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice. 	<ul style="list-style-type: none"> Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. Provides clear rationale for resource decisions based on the school’s mission, strategies, and learning goals. 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. Ensures that budget planning and implementation represent a focus on equity for all student populations. Develops external resources that align with the school budget in alignment with the school’s CIP. Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. Develops and ensures effective implementation of safety and risk-management plans (e.g., 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> 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. Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. Collaborates with the school community to creatively maximize funds. Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. Maintains the confidence of stakeholders during times of significant financial stress.

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			lockdown drills, fire drills, evacuation drills).	
School Behaviors	<ul style="list-style-type: none"> • Timelines and schedules are often changed, causing confusion and resulting in poor attendance and interest in participation. • Lack of organization affects the outcomes of work and degrades the effort and energy that community members put forth. • Budget decisions may not be known or understood, and there is lack of clarity regarding why there are changes to resources and/or personnel. • 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. 		<ul style="list-style-type: none"> • Teachers have ample time to collaborate with one another. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. • 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. • Yearly budget decisions are anchored to current needs and student data and put the needs of students • Decision-making is transparent and all stakeholders understand the reason behind decisions related to the use of resources. • The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the school’s values, vision, and mission. • The school community is well prepared for crisis situations and is practiced in the protocols required to effectively respond to crises. 	

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DOMAIN: School Leadership		Expectation: Community Leadership:		
CL 1: Actively advocates for members of the school community and effectively engages family and community (7)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Makes only superficial attempts to interact with parents/guardians and community. Community partnerships are not evident or are non-existent. May acknowledge the importance of parents/guardians and community, but does not have strategies to enlist their support. Lacks creativity and consistency in communications regarding the successes of the school to the broader community. Strategies to grow enrollment are not evident. 	<ul style="list-style-type: none"> 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. May welcome stakeholder input, but has not established structures for accepting and utilizing feedback. Demonstrates interest in community and is beginning to engage it through a variety of relationships, but has not yet been able to establish partnerships. Finds ways to communicate the successes of the school to the broader community, but may do so inconsistently. Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents. Seeks to increase student enrollment, but may not have a comprehensive plan or strategies for outreach. 	<ul style="list-style-type: none"> 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. Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community. Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse* stakeholders. Engages local business and non-profit organizations to support the vision and mission of the school. Ensures that academic progress reporting is able to be easily and meaningfully interpreted by parents. Uses innovative ideas that increase student enrollment (as appropriate). 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community. Shares responsibility for community outreach. All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships. Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision. Empowers parents and community members as strong leaders in the school.
School Behaviors	<ul style="list-style-type: none"> Neighboring businesses have little interaction with the school, and student work is rarely seen posted in the community. 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. Families that enroll in the school are a result of boundaries, not 		<ul style="list-style-type: none"> Parents and community members receive regular updates that include: evidence of the school's successes and challenges, behavioral and academic expectations, schedules, calendars, and information relating to events. The school taps into families' talents, cultural heritage, skills, and funds knowledge to strengthen curriculum, student activities, and 	

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

	<p>because of a desire to be there.</p>	<p>learning.</p> <ul style="list-style-type: none"> • The school integrates resources and services from the community to strengthen school- based services and offerings for student learning and development. • Partnerships between the school and community demonstrate two-way benefits. • 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. • Parents find the progress reporting system used by the school to be informative and meaningful. • Parents are equipped to use data to identify their student’s strengths and areas for growth.
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*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

ATTACHMENT 11

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
AGENDA FOR REGULAR BOARD MEETING*

TIME: June 9, 2015
4:00 p.m.

PLACE: Board Room
Morrow Education Center
1010 E. Tenth Street
Tucson, Arizona 85719

In Attendance: Board Members Adelita S. Grijalva, President; Kristel Ann Foster, Clerk; Michael Hicks, Cam Juárez, and Mark Stegeman; Superintendent H.T. Sánchez, Ed.D.; and Legal Counsel Nancy Woll. The complete attendance record is attached.

Details regarding presentations and discussions are available via agenda items and the audio and video recordings posted on the Governing Board page on the TUSD Internet at www.tusd1.org.

CALL TO ORDER – by Board President Adelita Grijalva

ACTION ITEM

- 4:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters: **APPROVED. Moved: Juárez; Seconded: Foster. Passed 4-0 (Voice Vote). Mike Hicks did not vote.**
- A. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
 - 1) Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher
 - 2) Administrative appointments, reassignments and transfers
 - 3) Superintendent's Leadership Team
 - 4) Superintendent's Evaluation
 - 5) Superintendent's Contract
 - B. Legal Advice/Instruction to Attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
 - 1) Fisher-Mendoza
 - C) Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant to A.R.S. 38-431.03 Subsection (A)(5)
 - 1) Negotiations with employee organizations

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 2

- D) Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives regarding negotiations for the purchase, sale or lease of real property pursuant to A.R.S. §38-431.03 Subsection (A)(7)
- 1) Menlo Park
 - 2) Wakefield

RECESS REGULAR MEETING

RECONVENE REGULAR MEETING – appx. 6:00 p.m.

Board Room
Morrow Ed Center
1010 E. Tenth Street

PLEDGE OF ALLEGIANCE – led by Jason Freed, Tucson Education Association President.

INFORMATION ITEMS

2. Superintendent's Report – **INFORMATION ONLY** – Details of the Superintendent's Report regarding recognition of persons are available via the audio and video recordings posted on the TUSD web.
3. Board Member Activity Reports **INFORMATION ONLY** – Board Members reporting activities were Cam Juárez, Kristel Ann Foster, Mark Stegeman, and Adelita S. Grijalva.

CALL TO THE AUDIENCE (Pursuant to Governing Board Policy No. BDAA, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than one board member may address each criticism.) Board President Adelita Grijalva read protocol for CTA. Persons who spoke at Call to the Audience were: Jason Freed re: Negotiations/ESI; Lori Riegel re: Budget; Lillian Fox re: Budget; Felix Gafner re: Losing substitute teachers.

Board President Adelita Grijalva asked if Board members wanted to respond. Kristel Ann Foster responded to Ms. Fox's comments.

INFORMATION ITEM

4. Review Proposed Scope of Work and Schedule for the 2016 Facilities Master Plan **INFORMATION ONLY**. Dr. Sánchez and Bryant Nodine presented the plan.

Item 4 addressed out of sequence after Item 29.

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 3

CONSENT AGENDA** [Items 5(a-f, ac-ak)]

APPROVED. Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval as submitted. Michael Hicks asked that items 5(g, j-o and p) be pulled and addressed individually. Dr. Sañchez asked that items 5(h, q-z, aa and ab) be pulled and addressed separately.

- 5. a) Salaried Critical Need and Replacement Hires **APPROVED**
 - b) Hourly Critical Need and Replacement Hires **APPROVED**
 - c) Salaried Separations **APPROVED**
 - d) Hourly Separations **APPROVED**
 - e) Requests for Leave of Absence for Certified Personnel **APPROVED**
 - f) Requests for Leave of Absence for Classified Personnel **APPROVED**
 - g) Request to cancel Board Approved Leave of Absence for Certified Personnel **APPROVED** Moved: Hicks; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval as submitted. Anna Maiden provided the information that Mr. Hicks requested.
 - h) Contracts for Members of the Superintendent's Cabinet for the 2015-2016 School Year **APPROVED** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval as submitted and recognized his leadership team for their hard work. Board members commenting and/or asking questions were Adelita S. Grijalva, Michael Hicks, Cam Juárez, Mark Stegeman and Kristel Ann Foster.
 - i) Approval of Supplementary Materials K-8 Ready Common Core Mathematics **APPROVED** Moved: Juárez; Seconded: Foster. Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez recommended approval as submitted. Dr. Sánchez and Richard Foster provided information. Kristel Ann Foster commented.
- Items 5(j-o) were addressed and approved as one vote. Moved: Juárez; Second: Grijalva. Passed Unanimously (Roll Call Vote). Dr. Sánchez, Stuart Duncan and Karla Soto provided information. Board members commenting and/or asking questions were Michael Hicks, Adelita S. Grijalva, Cam Juárez, and Kristel Ann Foster.
- j) Fiscal Year 2015-2016 Expenditures for Automotive Parts **APPROVED**
 - k) Fiscal Year 2015-2016 Postal Expenditures **APPROVED**

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 4

- l) Fiscal Year 2015-2016 Expenditures for Sun Tran Bus Passes
APPROVED
- m) Fiscal Year 2015-2016 Transportation Additional Services Expenditures
APPROVED
- n) Fiscal Year 2015-2016 Expenditure for Compressed Natural Gas (CNG)
APPROVED
- o) Fiscal Year 2015-2016 Utility Budget **APPROVED**
- p) Approve the Revised Extracurricular Activities Fees Schedule Including Authorization for Principals to Waive the Fees in Case of Hardship – Last Approved on December 9, 2014 **APPROVED** Moved: Hicks; Second: Foster. Passed Unanimously (Voice Vote). Karla Soto provided information. Board member Michael Hicks commented.

Items 5(q-z) were addressed and approved as one vote. Moved: Foster ; Second: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez and Karla Soto provided information.

- q) Reauthorization of the Change Funds for High Schools, Middle Schools and Food Services for FY 2015-2016 **APPROVED**
- r) Reauthorization of the Change Funds for Legal Services, Financial Services and School Safety-Key Control for FY 2015-2016 **APPROVED**
- s) Reauthorization for the Worker's Compensation Accounts for FY 2015-2016 **APPROVED**
- t) Reauthorization for the State and Federal Payroll Tax Withholding Account for FY 2015-2016 **APPROVED**
- u) Reauthorization for the Miscellaneous Revenue and Food Services Fund Clearing Accounts for FY 2015-2016 **APPROVED**
- v) Reauthorization for the Payroll Direct Deposit Account for FY 2015-2016 **APPROVED**
- w) Reauthorization for the Revolving Fund and Designation of Custodian for FY 2015-2016 **APPROVED**
- x) Reauthorization for the Student Activity and Auxiliary Fund Bank Accounts for FY 2015-2016 **APPROVED**
- y) Reauthorization for the Vendor Electronic Funds Clearing Account for FY 2015-2016 **APPROVED**

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 5

- z) Reauthorization for the Market Rate Savings Account for FY 2015-2016
APPROVED
- aa) Approval to use Cooperative Contracts for procurements in excess of \$250,000 **APPROVED** Moved: Juárez; Seconded: Foster. Passed 4-1 (Roll Call Vote). Mark Stegeman voted no. Dr. Sánchez and Karla Soto provided information.
- ab) Approval for Sole Source Purchase Designations \$250,000 and above **APPROVED** Moved: Foster; Seconded: Juárez. Passed 3-2 (Voice Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez and Kevin Startt provided information. Board member Michael Hicks commented.
- ac) Award Invitation for Bids (IFB) 16-06-20 Athletic and P.E. Equipment and Supplies District Wide **APPROVED**
BAUM'S SPORTING GOOD – (Group A Baseball Equipment)
BSN SPORTS – (All Groups A – Baseball, B – Basketball, C- Football, D – Soccer/Table Tennis/Tennis/Wrestling, E – Volleyball/Track, and F – Misc. Athletic/P.E. Equipment)
BUDDY'S ALL STAR – (All Groups A – Baseball, B – Basketball, C- Football, D – Soccer/Table Tennis/Tennis/Wrestling, E – Volleyball/Track, and F – Misc. Athletic/P.E. Equipment)
EAST VALLEY SPORTS – (All Groups A – Baseball, B – Basketball, C- Football, D – Soccer/Table Tennis/Tennis/Wrestling, E – Volleyball/Track, and F – Misc. Athletic/P.E. Equipment)
FLAGHOUSE – (Groups A – Baseball and F – Misc. Athletic/P.E. Equipment)
NASCO (Groups B – Basketball and F – Misc. Athletic/P.E. Equipment)
SUNVALCO ATHLETIC – All Groups A – Baseball, B – Basketball, C- Football, D – Soccer/Table Tennis/Tennis/Wrestling
THE SHOP – (Groups D – Soccer/Table Tennis/Tennis/Wrestling, E – Volleyball/Track
TOMEK SPORTS, INC. – Groups D – Soccer/Table Tennis/Tennis/Wrestling (For Mats Only)
UNIVERSAL ATHLETIC – (Groups B – Basketball, C- Football)
- ad) Award Invitation for Bids (IFB) 16-10-20 Supplemental Student Transportation Services **APPROVED**
A & K TRANSPORTATION – Categories 1, 3 and 4
AMERICAN TRANSPORTER – Category 5
COM TRANS, INC. – Categories 3, and 4
GRAY LINE TOURS – Categories 1, 4, and 5
MOUNTAIN VIEW TOURS – Categories 4, and 5
- ae) Award Invitation for Bids (IFB) 16-12-20 Two-way Bus Radio Repair, Maintenance and Replacement Services **APPROVED – CREATIVE COMMUNICATIONS**

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 6

- af) Minutes of Tucson Unified School District Governing Board Meetings
 - 1) Regular Board Meeting, July 8, 2014 **APPROVED**
- ag) Acceptance of the Summary of Student Activity Funds for the Period of July 1, 2014 through April 30, 2015 **APPROVED**
- ah) Ratification of salary and non-salary vouchers for the period beginning May 1, 2015, and ending May 31, 2015 **APPROVED**
- ai) Intergovernmental Agreement between Arizona Department of Economic Security/Rehabilitation Service Administration and Tucson Unified School District, effective July 1, 2015 to June 30, 2020, with Authorization for the Superintendent to Execute Agreement **APPROVED**
- aj) Approval of Fee Agreement for Counsel in Fisher-Mendoza Desegregation Case **APPROVED**
- ak) Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher **APPROVED – VERONICA VALENTINO**

RECESS REGULAR MEETING

PUBLIC HEARING – Proposed Performance Based Compensation Plan Portion of 2015-2016 Classroom Site Fund Plan Under A.R.S. §15-977 (Proposition 301)

**Speakers during this portion of the Public Hearing will abide by the rules governing Call to the Audience at Board meetings with the exception that each speaker will be allowed 2 minutes.

**REF: Governing Board Policy Code No. BDAA – *Procedures for Governing Board Members*

No speakers at the Public Hearing.

RECONVENE REGULAR MEETING

ACTION ITEMS

- 6. Performance Based Compensation Plan (Prop. 301) for School Year 2015-2016 **APPROVED**. Moved: Foster; Seconded: Juárez; Passed 3-2 (Voice Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez, Richard Foster and Jason Freed provided information. Board members commenting and/or asking questions were Kristel Ann Foster and Mark Stegeman.

Governing Board President Adelita S. Grijalva asked Board members for a motion to postpone item #7 until after the Administrative Appointments. **APPROVED**. Moved: Juárez; Seconded: Stegeman; Passed Unanimously (Voice Vote).

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 7

7. Superintendent's Contract
APPROVED Moved: Grijalva; Seconded: Juárez; Passed 3-1 (Roll Call Vote). Michael Hicks voted no. Mark Stegeman abstained. Adelita S. Grijalva recommended approval of the contract. Dr. Sánchez and Nancy Woll provided information. Board members commenting and/or asking questions were Adelita S. Grijalva, Kristel Ann Foster, Mark Stegeman and Michael Hicks and Cam Juárez.

Item 7 addressed out of sequence after Item 19.

8. Administrative appointments, reassignments and transfers – Principal, Gale Elementary School **APPROVED – JENNIFER FIGUEROA**. Moved: Foster; Seconded: Juárez; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Jennifer Figueroa for the position. Board member Mark Stegeman commented.
9. Administrative appointments, reassignments and transfers – Principal, Holladay Elementary School **APPROVED – TONYA STOZIER**. Moved: Foster; Seconded: Juárez; Passed 4-1 (Voice Vote). Stegeman voted no. Dr. Sánchez recommended Tonya Stozier for the position. Board member Kristel Ann Foster commented.
10. Administrative appointments, reassignments and transfers – Assistant Principal, Erickson Elementary School **APPROVED – MARY KOLSRUD**. Moved: Juárez; Seconded: Grijalva; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Mary Kolsrud for the position. Board member Mark Stegeman commented.
11. Administrative appointments, reassignments and transfers – Assistant Principal, Grijalva Elementary School **APPROVED – MEGAN CHAVEZ**. Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Megan Chavez for the position.
12. Administrative appointments, reassignments and transfers – Assistant Principal, Vesey Elementary School **ITEM PULLED**.

After the Pledge of Allegiance, Ms. Grijalva announced item 12 would be pulled.

13. Administrative appointments, reassignments and transfers – Assistant Principal, Pistor Middle School **APPROVED – MICHAEL BECK**. Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Michael Beck for the position.

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 8

14. Administrative appointments, reassignments and transfers – Assistant Principal, Valencia Middle School **APPROVED – BRENDA MENEGUIN.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Brenda Meneguín for the position.
15. Administrative appointments, reassignments and transfers – Assistant Principal, Utterback Middle Magnet School of the Arts **APPROVED – GABRIELA (MARIE) DARANYI.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Gabriela (Marie) Daranyi for the position.
16. Administrative appointments, reassignments and transfers – Assistant Principal, Palo Verde Magnet High School **APPROVED – KEVIN AMIDAN.** Moved: Grijalva; Seconded: Juárez; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended Kevin Amidan for the position.
17. Administrative appointments, reassignments and transfers – Senior Director of Desegregation Compliance **APPROVED – MARTHA TAYLOR.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez recommended Martha Taylor for the position. Board member Michael Hicks commented.
18. Administrative appointments, reassignments and transfers – Director, Elementary K-8 Education **APPROVED – HOLLY LEMAN-HAMMEL.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Roll Call Vote). Michael Hicks voted no. Dr. Sánchez recommended Holly Lemán-Hammell for the position.
19. Administrative appointments, reassignments and transfers – Director Language Acquisition **APPROVED – MARK ALVAREZ.** Moved: Juárez; Seconded: Foster; Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez recommended Mark Alvarez for the position.
20. Amendment I to Easement Agreement with Verizon Wireless at Sabino High School, with Authorization for the Acting Director of Planning and Student Assignment to Execute the Agreement **APPROVED.** Moved: Foster; Seconded: Juárez; Passed Unanimously (Voice Vote). Dr. Sánchez and Bryant Nodine provided information. Board member Cam Juárez commented.

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 9

21. Agreement with Pepper Viner Investment Company II, LLC, for the Purchase of the Former Van Horne Elementary School, with authorization for the Acting Director of Planning and Student Assignment Planning Services Program Manager to Execute the Agreement **APPROVED**. Moved: Foster; Seconded: Juárez; Passed Unanimously (Voice Vote). Dr. Sánchez and Bryant Nodine provided information. Board member Cam Juárez commented.
22. Bylaws for the School Community Partnership Council (revised) **APPROVED with revisions in Article VIII – Conduct of Business, Section 2 – “The moderator will facilitate the process of group consensus through majority vote of the members, and if consensus can not be agreed upon, will make the final decision regarding any actions to be taken by the SCPC.”** Moved: Foster; Seconded: Juárez; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez and Michelle Simon provided information. Board members commenting and/or asking questions were Kristel Ann Foster, Michael Hicks, Mark Stegeman and Adelita S. Grijalva.
23. Approve the usage of Qualified Zone Academy Bond (QZAB) funds available to Tucson Unified School District **PULLED THE ITEM.**

After the recess, Ms. Grijalva announced Item 23 would be pulled.

24. Adopt and approve the amended Tucson Unified School District Consensus Agreement with Tucson Education Association (TEA) for School Year 2015-2016 as recommended **APPROVED** Moved: Foster; Seconded: Juárez; Passed 3-2 (Roll Call Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez and Jason Freed provided information. Dr. Sánchez recommended approval of the agreement. Board members commenting and/or asking questions were Michael Hicks, Adelita S. Grijalva, Kristel Ann Foster and Cam Juárez.
25. Adopt and approve the amended Meet and Confer Agreement for Educational Leaders, Incorporated (ELI) Administrators, Psychologists and Research Project Managers for School Year 2015-2016 as recommended **APPROVED** Moved: Foster; Seconded: Grijalva; Passed 3-2 (Voice Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval of the agreement.
26. Adopt and approve the amended 2014-2017 Agreement with Communication Workers of America (CWA) for the Supervisory/Professional Employees as recommended **APPROVED** Moved: Foster; Seconded: Juárez; Passed 4-1 (Voice Vote). Mark Stegeman voted no. Dr. Sánchez recommended approval of the agreement.

Agenda for Regular Board Meeting

June 9, 2015 p.m. – 4:00 p.m.

Page 10

27. Approval of expenditures in excess of \$250,000 for Employee Leasing Services using a Cooperative Contract (return to work Retirees and Substitute Teacher) **APPROVED** Moved: Juárez; Seconded: Grijalva; Passed 3-2 (Roll Call Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez and Karla Soto provided information. Board members commenting and/or asking questions were Mark Stegeman, Cam Juárez, Kristel Ann Foster and Adelita S. Grijalva.

STUDY/ACTION ITEMS

Dr. Sánchez informed the Board that an hour prior to the Board meeting starting, he received information that the Fisher-Mendoza plaintiffs had submitted questions pertaining to the Principal Evaluation and Teacher Evaluation. He added that he would be recommending study only for both items.

28. Principal Evaluation **STUDIED ONLY**. Dr. Sánchez and Richard Foster presented the evaluation. Board members commenting and/or asking questions were Kristel Ann Foster, Mark Stegeman and Michael Hicks.
29. Teacher Evaluation **STUDIED ONLY**. Dr. Sánchez and Richard Foster presented the evaluation. Board members commenting and/or asking questions were Kristel Ann Foster and Michael Hicks.
30. Tucson Unified School District Comprehensive Magnet Plan for the 2015-2016 School Year **APPROVED**. Moved: Grijalva; Seconded: Juárez; Passed 3-2 (Roll Call Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez and Richard Foster provided information. Board members commenting and/or asking questions were Kristel Ann Foster, Adelita S. Grijalva, Michael Hicks, Mark Stegeman and Cam Juárez.

Cam Juárez moved to extend the meeting until 11:00 p.m. **APPROVED** Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote)

GOVERNING BOARD POLICIES

Action

31. Governing Board Policy GCI – *Professional Staff Development* (revision) **APPROVED**. Moved: Juárez; Seconded: Foster; Passed 3-2 (Roll Call Vote). Mike Hicks and Mark Stegeman voted no. Dr. Sánchez provided information. Board members commenting and/or asking questions were Mark Stegeman and Adelita S. Grijalva.

ATTACHMENT 12

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
AGENDA FOR SPECIAL MEETING*

TIME: June 23, 2015
4:00 p.m.

PLACE: Board Room
Morrow Education Center
1010 E. Tenth Street
Tucson, Arizona 85719

In Attendance: Board Members Adelita S. Grijalva, President; Kristel Ann Foster, Clerk; Michael Hicks, Cam Juárez, and Mark Stegeman; Superintendent H.T. Sánchez, Ed.D.; and General Counsel Julie Tolleson. The complete attendance record is attached.

Details regarding presentations and discussions are available via agenda items, the audio and video recordings and the time lapse document posted on the Governing Board page on the TUSD Internet at www.tusd1.org.

CALL TO ORDER – by Board President Adelita Grijalva

ACTION ITEM

- 4:00 p.m.
1. Schedule an executive meeting at this time to consider the following matters: **APPROVED**. Moved: Juárez; Seconded: Stegeman. Passed 3-0 (Voice Vote). Mike Hicks and Kristel Foster were not present to vote.
 - A. Legal Advice/Instruction to Attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
 - 1) Fisher-Mendoza
 - 2) Amicus Brief in Pima County v. State of Arizona
 - B. Student matters pursuant to A.R.S. §§15-342, 15-521, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)
 - 1) Hearing Officer's Recommendation
 - C. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
 - 1) Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher
 - 2) Administrative appointments, reassignments and transfers

Special Board Meeting
June 23, 2015 – 4:00 p.m.
Page 2

D. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant to A.R.S. §38-431.03 Subsection (A)(5)

1) Negotiations with employee organizations

RECESS SPECIAL MEETING

RECONVENE SPECIAL MEETING – appx. 6:00 p.m.

Board Room
Morrow Ed Center
1010 E. Tenth Street

6:00 p.m.

PLEDGE OF ALLEGIANCE – led by Cooper, Paisley and Ellie, students from Davis Bilingual Magnet Elementary School.

Board President Adelita Grijalva announced this agenda has been corrected since it was posted and asked for a motion to approve the corrected order of business regarding the Call to the Audience and the Superintendent's Report. Moved: Juárez; Seconded: Grijalva. Passed 3-0 (Voice Vote). Michael Hicks and Mark Stegeman did not vote.

President Grijalva also announced Spanish Interpreter services were available for CTA.

INFORMATION ITEMS

2. Superintendent's Report **INFORMATION ONLY** – Details of the Superintendent's Report regarding recognition of persons are available via the audio and video recordings posted on the TUSD web.

Dr. Sánchez also shared videos highlighting TUSD Food Service Summer Meals Program; the work being done by our Human Resources and Communications departments to support and improve TUSD hiring processes; P. E. Program at Davis Bilingual Magnet Elementary School; and, the College and Career Counseling Center at University High School.

Additionally, Dr. Sánchez and his family presented a \$7,000 donation to the donation to the College and Career Counseling Center at University High School.

Special Board Meeting
June 23, 2015 – 4:00 p.m.
Page 3

President Grijalva repeated announcement regarding the availability of Spanish Interpreter services for CTA. The interpreter was excused when no one needed the services.

CALL TO THE AUDIENCE (20 minutes) *(Pursuant to Governing Board Policy No. BDAA, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than one board member may address each criticism.)* Board President Adelita Grijalva asked if any one needed the services of the Spanish Interpreter. There being none, the Spanish Interpreter was excused. Ms. Grijalva then read the protocol for CTA. Persons who spoke at Call to the Audience were: Marilyn Reiter re: Superintendent's new contract; Sylvia Campoy re: Desegregation; Veronica Valentino re: Plato Program at Rincon; Brian Sauber re: Superintendent's Contract; and Lillian Fox re: Superintendent's Compensation.

Board President Adelita Grijalva asked if Board members wanted to respond. Mark Stegeman asked Board get a response to Ms. Valentino's statements about Plato.

INFORMATION ITEMS

3. Update to the Guidelines for Student Rights and Responsibilities (GSRR) **INFORMATION ONLY.** Eugene Butler, Assistant Superintendent for Student Services, and Charlotte Brown, Student Equity Compliance Liaison, presented information to the Board. Dr. Sánchez, Mr. Butler and Ms. Brown responded to Board inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Kristel Foster, Michael Hicks, and Cam Juárez.

Items 4 and 5 were addressed out of sequence after Item 10.

4. Update on the Enterprise Resource Plan (ERP) **INFORMATION ONLY.** . Renee LaChance, ERP Project Manager, presented information. Dr. Sánchez and Ms. LaChance provided information and responded to Board inquiries. Board members commenting and/or asking questions were Kristel Foster, Michael Hicks, Cam Juárez, and Mark Stegeman.

Special Board Meeting
June 23, 2015 – 4:00 p.m.
Page 4

ACTION ITEMS

5. Superintendent Pay for Performance Award for 2014 – 2015 **APPROVED IN THE AMOUNT OF \$12,600.** Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez indicated this is a Board Item and not something he requested. Board President Adelita Grijalva introduced the Item. Board members commenting and/or asking questions were Mark Stegeman, Kristel Foster, Michael Hicks, Cam Juárez and Adelita Grijalva. After the vote, Dr. Sánchez announced he was donating his Pay for Performance Award, to Camp Cooper.

Items 6 through 10 addressed, in consecutive order, out of sequence after Item 3.

6. Adopt and approve the revised 2015-2016 Consensus Employee Agreement between Tucson Unified School District (TUSD) and Tucson Education Association (TEA) along with the amended salary schedule, pending ratification by the members **APPROVED.** Moved: Foster; Seconded: Juárez. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Mark Stegeman, Kristel Foster, Cam Juárez, Michael Hicks, and Adelita Grijalva. Dr. Sánchez, Dr. Shannon Roberts, Employee Relations Director and Jason Freed, TEA President, responded to Board inquiries.
7. Adopt and approve the revised 2015-2016 White Collar Food Services Employee Agreement between Tucson Unified School District (TUSD) and Tucson Education Association (TEA) along with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed 4-1 (Roll Call Vote). Mark Stegeman voted no. Dr. Sánchez recommended approval. Board member Michael Hicks asked a question. Jason Freed, TEA President, responded to Board inquiry.
8. Adopt and approve the revised 2015-2016 Memorandum of Understanding between Tucson Unified School District (TUSD) and American Federation of State, County, and Municipal Employees (AFSCME) with the amended salary schedule **APPROVED.** Moved: Juárez; Seconded: Foster. Passed Unanimously (Roll Call Vote). Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster and Adelita Grijalva. Dr. Shannon Roberts, Employee Relations Director, and Sheri Vanhorsen, Field Coordinator for AFSCME International Western Region responded to Board inquiries

Special Board Meeting
June 23, 2015 – 4:00 p.m.
Page 5

9. Adopt and approve the revised 2015-2016 Meet and Confer Employee Agreement between Tucson Unified School District (TUSD) and Educational Leaders Inc. (ELI) for Administrators, Psychologists and Research Project Managers, along with the amended salary schedule **APPROVED**. Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster, Michael Hicks, and Adelita Grijalva. Dr. Sánchez responded to Board inquiries.
10. Adopt and approve the revised 2014-2017 Supervisory Professional Employee Agreement between Tucson Unified School District (TUSD) and the Communication Workers of America (CWA) along with the amended salary schedule **APPROVED**. Moved: Juárez; Seconded: Foster. Passed 4-1 (Roll Call Vote). Mark Stegeman voted no. Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Kristel Foster and Adelita Grijalva. Dr. Sánchez responded to Board inquiries.

Item 11 was addressed out of sequence after item 5.

11. FY 2015-2016 Tucson Unified School District and Unitary Status Plan (USP) Proposed Budget schedule **APPROVED**. Moved: Juárez; Seconded: Foster. Passed 3-2 (Roll Call Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval. Karla Soto, Chief Financial Officer, and Renee Weatherless, Finance Director presented information. Board members commenting and/or asking questions were Kristel Foster, Cam Juárez, Adelita Grijalva, Mark Stegeman and Michael Hicks. Dr. Sánchez, Ms. Soto and Ms. Weatherless responded to Board inquiries.

Adelita Grijalva requested item #18 be addressed before item #12. **APPROVED**. Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote)

Item 12 was addressed out of sequence after Item 18.

12. Authorization of the Filing of an Amicus Brief in Pima County v. State of Arizona **APPROVED**. Moved: Juárez; Seconded: Foster. Passed 4-1 (Voice Vote). Michael Hicks voted no. Dr. Sánchez asked Julie Tolleson, General Counsel, to address this Item. Board members commenting and/or asking questions were Mark Stegeman and Cam Juárez.

Special Board Meeting
June 23, 2015 – 4:00 p.m.
Page 6

13. Principal Evaluation **APPROVED**. Moved: Stegeman; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval. Board members commenting and/or asking questions were Mark Stegeman and Kristel Foster. Dr. Halley Freitas, Senior Director of Curriculum Assessment, responded to Board inquiries.
 14. Teacher Evaluation **Dr. Sánchez provided information. The Item was pulled.**
 15. 2015-2016 Tucson Unified School District Calendar Revision **APPROVED**. Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez and Michael Konrad, Middle Schools Director, addressed this Item.
 16. Approval of Purchase/Renewal of Liability, Property, Pre-Paid Legal, Automotive, Workers' Compensation and other services from the Arizona School Risk Retention Trust/The Arizona School Alliance for Workers' Compensation, Inc. **APPROVED**. Moved: Juárez; Seconded: Foster. Passed Unanimously (Voice Vote). Dr. Sánchez, Julie Tolleson, General Counsel, and Karla Soto addressed this Item and responded to Board inquiries. Board members commenting and/or asking questions were Cam Juárez, Adelita Grijalva and Mark Stegeman.
 17. Intergovernmental Agreement between Tucson Unified School District and Pima County Community College District for the Community Campus Partnership Program, effective March 1, 2015 through June 30, 2020, with possible extensions for up to four (4) additional one-year periods, with authorization for the Superintendent to execute the agreement . **APPROVED**. Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended approval. Michael Konrad provided information.
- Item 18 addressed out of sequence after Item 12.
18. Administrative appointments, reassignments and transfers – Assistant Principal, Booth-Fickett Math/Science Magnet K-8 School **APPROVED – EILEEN GOW**. Moved: Foster; Seconded: Juárez. Passed Unanimously (Voice Vote). Dr. Sánchez recommended Eileen Gow for the position.
 19. Ratify the Governing Board Action of June 9, 2015, Regarding Statement of Charges and Resolution to Send Notice of Intent to Dismiss Teacher **APPROVED – Veronica Lee Valentino**. Moved: Juárez; Seconded: Grijalva. Passed 3-2 (Voice Vote). Michael Hicks and Mark Stegeman voted no. Dr. Sánchez recommended approval.

Special Board Meeting
June 23, 2015 – 4:00 p.m.
Page 7

STUDY ITEM

20. Governing Board Rights and Responsibilities **STUDIED ONLY. Dr. Sánchez provided information. Board members commenting and/or asking questions were Adelita Grijalva, Mark Stegeman and Kristel Foster.**

10:00 p.m. ADJOURNMENT

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4672. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.

ATTACHMENT 13

Brown, Samuel

From: Patricia V. Waterkotte <pwaterkotte@rllaz.com>
Sent: Monday, July 20, 2015 5:00 PM
To: Willis D. Hawley; Rubin Salter Jr. (Rsjr3@aol.com); Juan Rodriguez; Savitsky, Zoe (CRT); James.Eichner@usdoj.gov; Thompson, Lois D.
Cc: Desegregation; TUSD; Tolleson, Julie
Subject: Teacher/Principal Evaluation - board approval
Attachments: 2464531-2015-2016_FINAL_TUSD_Principal Evaluation Tool_06.2015.PDF; 2464525-Principal Eval explanation.PDF; 2464527-TUSD_Modified 2013 Danielson Framework_June 2015.PDF; 2464529-Teacher Evaluation Scaling 2015k.PDF

Dr. Hawley and Counsel,

Attached please find the board approved principal evaluation tool, principal evaluation model, teacher evaluation model and Danielson framework for teaching evaluation instrument.

Thank you,
Patricia

Patricia Victory Waterkotte, Esq.
Rusing Lopez & Lizardi, PLLC
6363 North Swan Road, Suite 151
Tucson, Arizona 85718
Tel: 520.792.4800
Fax: 520.529.4262
pvictory@rllaz.com
www.rllaz.com



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TUCSON UNIFIED SCHOOL DISTRICT
SITE ADMINSTATOR EVALAUTION RUBRIC

BASED ON THE 2014 INTERSTATE SSCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

Developed 2015

Governing Board approved June 23, 2015

Tucson Unified School District Areas of Leadership Rubric		
Domain: School Leadership		
Expectation	Indicator	
Culture and Equity Leadership	CEL 1	Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)
	CEL 2	Leads for continuous improvement and celebration (10 & 11)
	CEL 3	Leads to promote professional learning communities for teachers(6)
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 (4)
	IL 2	Leads for the academic and social-emotional success of a diverse student population (8)
	IL 3	Leads for culturally responsive instruction that maximizes student learning (3)
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 (2)
	HRL 2	Implements a strong system for identifying, recognizing and distributing talent (4)
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 (1)
	SL 2	Distributes leadership to inspire change in support of an empowered school culture (6)
Organizational Leadership	OL 1	Strategically aligns resources: people, time, and money, to drive student achievement (8)
Community Leadership	CL 1	Actively advocates for members of the school community and effectively engages family and community (7)

All site administrators will act in an ethical manner, adhering to the ethical principles and professional norms outlined in Tucson Unified School District Governing Board Policies and Regulations (9).

Principal Behaviors are rated on a 1-4 level of performance: Unsatisfactory (1); Basic (2); Proficient (3); and, Distinguished (4).

School Behaviors are rated as either a 1 or 3. The maximum possible points for each indicator are 7.

*Diversity includes race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.

DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:		
CEL 1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Does not exude an attitude of optimism or express his/her belief that all students can and will learn at high levels. Is generally unaware of differences among diverse* student populations. 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. 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. Does not always act on discriminatory behavior or does not respond appropriately. 	<ul style="list-style-type: none"> 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. 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. 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. Has zero tolerance for discriminatory behavior. 	<ul style="list-style-type: none"> 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. Holds staff accountable to these same attitudes and beliefs. Makes innovative and courageous plans to address the elimination of all gaps. 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. Seeks input from staff and students to guarantee a school and work environment that values and appreciates diversity.* Ensures that the learning environment is free from discriminatory behavior and practices. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. Ensures the presence of structures for equity- Ensures that the student voice and student action drive equity efforts.
School Behaviors	<ul style="list-style-type: none"> Learning among colleagues is not the norm and exists only within certain teams of teachers. Teachers do not regularly engage in reflection about their practice and the needs of their students. Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are. 		<ul style="list-style-type: none"> Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community. 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. Teachers discuss all equity gaps for various groups of students, work together and know how to implement strategic initiatives 	

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		<p>that focus on closing the achievement and equity gaps.</p> <ul style="list-style-type: none">• A college-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents, and students).• Students understand that college is an option for their future and when asked can discuss it as an option.
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DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:		
CEL 2: Leads for continuous improvement and celebration (10 & 11)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Communications or behaviors sometimes represent a negative or unprofessional stance Does not demonstrate an awareness of personal strengths and areas for professional growth. Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment. Does not provide celebrations to mark success and achievement. Rarely or never identifies targeted growth areas for staff. Celebrations are inconsistent and limited. 	<ul style="list-style-type: none"> Represents the shared values of the district through interactions with certain stakeholders. 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. Sometimes highlights the strength areas of teachers but is rarely explicit about growth areas for teachers. Implements behavioral management systems that represent responsiveness to student culture. Misses opportunities to have celebrations to mark success and school achievement throughout the school year or on a smaller, more regular schedule. 	<ul style="list-style-type: none"> Monitors school climate to ensure that all interests and opinions are heard and respected. Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority. Consistently models personal reflection creates a safe environment where teachers and him/herself reflect on their mistakes, learn from experience, and grow professionally. Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive. Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students. 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. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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 Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to values-based leadership and professional learning. Sets up structures and expectations for teacher leaders, students, and other staff to lead celebrations. Maintains a systematic perspective and promotes coherence across all dimensions of the school or district. Assesses, analyzes, and anticipates emerging trends to shape school or district decision-making.

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<p>School Behaviors</p>	<ul style="list-style-type: none"> • Staff members do not see the principal as lead learner in the school; staff may not know what the principal’s professional areas for growth are. • Celebrations are cursory, intermittent, and/or non-existent. • There is little evidence that the school staff or greater community celebrate the diversity of the student population and greater community 	<ul style="list-style-type: none"> • Staff members can articulate the school leader’s strengths and areas of growth. • School celebrations are perceived as fun and mark individual, team, and school-wide achievements.
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DOMAIN: School Leadership		Expectation: Culture and Equity Leadership		
CEL 3: Leads to promote professional learning communities for teachers(6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Inconsistently represents behaviors that are representative of the shared values Expectations for teacher collaboration are not clear. Rarely encourages sharing of best practice and instructional ideas. 	<ul style="list-style-type: none"> Inconsistently supports the instructional decisions made by Teachers 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. Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms. 	<ul style="list-style-type: none"> Empowers teachers to make instructional decisions that are responsive to the needs of students Creates systems, processes, and expectations for teachers to collaborate as a team with intentionality and connections to school-wide commitments Ensures that sufficient time is set aside for collaborative professional learning and development by teachers. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders. 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.
School Behaviors	<ul style="list-style-type: none"> Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school-wide commitments. Teachers do not regularly engage in reflection about their practice and the needs of their students. 		<ul style="list-style-type: none"> Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their classrooms. Teachers engage productively to leverage what they learn in collaborative data meetings to make instructional changes and implement student specific interventions in their classrooms. Teachers are able to openly reflect on their areas of strength and growth and share wit the principal and one another what support they need to grow professionally. 	

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DOMAIN: School Leadership		Expectation: 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 (4)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> 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. Rarely participates in reflective data-driven conversations with teachers to review student-level data. Does not ensure that a focus on the TUSD Curriculum is embedded into site-based Professional Development. 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. 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. 	<ul style="list-style-type: none"> Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. 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. 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. 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. 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). Use of technology in classrooms may be intermittent and not consistent across classrooms. District online data resources (principal/teacher portals) are 	<ul style="list-style-type: none"> 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. Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced. Provides regular, actionable, and meaningful feedback to teachers. Expects action on feedback regarding classroom instruction. Holds teachers accountable for trying new instructional strategies based on feedback. Uses current research matched to multiple sources of data to understand trends in student needs, set rigorous student achievement targets, and celebrate success. Ensures that teachers understand and deliver instruction that leads to student success with a culturally and linguistically diverse group of students. Sets expectations and provides support for all teachers to be competent users of formative, 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district. Ensures that teachers independently engage in data-driven conversations that include using district online data sources and teacher developed formative assessments.

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		<p>occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.</p>	<p>interim, and summative data in order to make sound instructional decisions.</p> <ul style="list-style-type: none"> • Provides training and protocols for the implementation of data-driven conversations by teacher teams. • Regularly participates in data-driven conversations with individual and groups of teachers to review data and discuss instructional implications. • 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. 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind. • Staff is unaware of achievement gaps and data outlining those gaps. • 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. • Teachers cannot discuss their strengths as practitioners. • There is no or little evidence of consistent best instructional practice from classroom to classroom. • Teacher collaboration is non-existent, minimal, or unintentional. • Awareness of and instruction for standards is not evident or is sporadically implemented. 		<ul style="list-style-type: none"> • Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need. • Teachers apply feedback from reflective feedback conversations to their instructional practice. • Teachers know where to find professional development support aligned to feedback and areas for growth. • Evidence of consistent best instructional practice exists from classroom to classroom. • 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. • TUSD curricular standards are used during collaborative planning time to align and plan for grade- level and vertical-content expectations. • Teachers have opportunities to observe one another and reflect on their practice together. 	

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		<ul style="list-style-type: none">• Collaborative data analysis processes are in place and are prioritized and implemented with fidelity and commitment.• School-wide instructional decisions are based on student-level data that includes formative, interim, summative, and other sources of data.• Meaningful and relevant data is reviewed at most school meetings in order to set next steps for improvement and inform school-wide instructional decisions.• Students use data to understand their progress toward individual goals, grade-level standards, and college readiness.• 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.
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DOMAIN: School Leadership		Expectation: Instructional Leadership		
IL 2: Leads for the academic and social-emotional success of a diverse student population (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> 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). 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. Does not provide support for broad cross-section of teachers to have access to student level data. Systems are not in place for identification, assessment, and program placement for diverse* student populations. 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. Mismanages budgetary resources that are aligned to diverse* student 	<ul style="list-style-type: none"> Values students with different academic and physical needs, but may not share this value broadly with the school community. Educational access for diverse* student populations may exist for some student groups, but not for others. 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. 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. Requires professional development and complies with legal and policy requirements related to service provision for diverse* student populations. 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. May be unaware of the 	<ul style="list-style-type: none"> Demonstrates and communicates a strong value for students with different academic and physical needs. 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). Is committed to, understands, and ensures educational access to developmental learning opportunities for diverse* student populations. Applies identified best practices to ensure the identification of, assessment of, and program placement for all student populations. Requires professional development and empowers staff to ensure that compliance with legal and policy requirements is a shared responsibility. 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. Empowers teachers to make decisions in the best interest of 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.

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	populations.	budgetary resources that are aligned to diverse* student populations and may miss opportunities to align these resources to student need.	diverse student populations. <ul style="list-style-type: none"> Provides resources for the instruction of diverse* student groups and ensures they are used regularly by teachers. 	
School Behaviors	<ul style="list-style-type: none"> School community does not embrace diverse* student populations as evidenced by lack of access to educational opportunity for certain groups of students. Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result. 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. 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. 		<ul style="list-style-type: none"> 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. Teachers understand disaggregated data for students with special needs and differentiate instructional practice as a result. 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. 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. 	

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DOMAIN: School Leadership		Expectation Instructional Leadership:		
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Lacks knowledge about and support for teachers in the implementation of culturally responsive pedagogy and instruction Does not target feedback to teachers to culturally responsive instruction, and/or does not make efforts to increase instructional knowledge for culturally diverse students. Inconsistently works to ensure that research-based resources are available that support culturally diverse students Lacks understanding of and expectations for culturally responsive instructional strategies 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). Inconsistently supports parents by providing culturally sensitive information and communication. 	<ul style="list-style-type: none"> Is knowledgeable about and supports teachers in the implementation of culturally responsive pedagogy and instruction, but this may not cross all content areas. 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. Ensures research-based resources are available that support culturally students but may not support accountability for implementation. Holds inconsistent expectations for teachers to implement culturally responsive strategies Supports parents by providing culturally sensitive information and communication in a family's native language. Ensures access to effective curriculum and resources that support English language learners in their development of English proficiency, but may allow for inconsistent 	<ul style="list-style-type: none"> Is knowledgeable about and supports teachers to ensure implementation of culturally responsive strategies across all content areas and assessments. Instructional knowledge of needs of culturally diverse group of students allows for targeted feedback to teachers to support learning for all Ensures research-based resources that support diverse students are available and utilized. Is committed to communicate with family and community in a culturally sensitive manner. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> 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. 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. Teachers take ownership of effective pedagogy (culturally responsive) to close the achievement gap and treats students as individuals.

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		utilization of these resources.		
<p>School Behaviors</p>	<ul style="list-style-type: none"> • Some, most, or all teachers are not engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; • Most or all teachers do not have awareness or understand culturally response instructional strategies. • Staff is not aware of students’ home languages, backgrounds, interests, and/or cultural heritage. • There is not a shared responsibility to ensure that all students make progress and achieve at high levels in all content areas. • Parents of diverse students are not empowered to advocate for the best interest of their students. 			<ul style="list-style-type: none"> • Teachers are engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; • All teachers clearly understand the impact of culturally responsive strategies for all students. • All staff knows the student’s home languages, backgrounds, interests, and cultural heritage. • Levels of all students progress, specifically African American and Latino, are regular parts of collaborative data conversations. • All staff share responsibility to ensure that all students make progress and achieve at high levels in all content areas. • Parents of culturally diverse students are empowered to advocate for the best interest of their students.

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DOMAIN: School Leadership		Expectation: Human Resource Leadership:		
HRL 1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> • Inconsistently provides feedback conversations or, when doing so, puts teachers off such that they have a difficult time hearing feedback. • Feedback conversations do not result in the teacher’s ability to articulate strengths and areas of growth. • Rarely identifies teacher leaders. • Rarely provides supports necessary for teachers to grow in their practice. • Rarely deals with poor performance unless it becomes obvious to others that a response is required. 	<ul style="list-style-type: none"> • Reviews data sets that relate to teacher performance but inconsistently applies data to performance conversations. • 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. • 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). • Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations. • Provides a professional development plan that is based on data but does not demonstrate a high level of differentiation. 	<ul style="list-style-type: none"> • 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. • Communicates high expectations for staff through strong performance conversations connected to identified needs at the school and classroom levels. • Uses data developed through the observation and evaluation system to consistently identify the performance level of teachers. • 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. • Facilitates performance-focused conversations in a differentiated manner so that all teachers are supported in articulating their strengths and discovering their areas for growth. • Implements school-wide and teacher-level professional development plans that are 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> • Navigates change in the midst of ambiguity and competing demands and interests. • 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. • 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.

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			<p>informed both by student level data and by data collected through the observation and evaluation process.</p> <ul style="list-style-type: none"> • Uses student, teacher, and student level data to evaluate the effectiveness of the professional development plan. • Directly and immediately responds to poor performance by staff members in a timely and systematic manner. 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> • Teacher leaders are either not identified or, if identified, their role is unclear to both teacher leaders themselves, and other teachers in the school. • 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. • 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. • 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. • School's instructional area of focus may be unclear to teachers and/or connections not made to the Continuous Improvement Plan (CIP). 		<ul style="list-style-type: none"> • Teachers who are struggling with instruction receive timely support and clearly know the next steps required to improve their practice (Targeted Support Plan). • Teachers regularly support one another in moving forward with quality instructional practice. • 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. • Effective teachers are identified for teacher leader roles. • Teachers understand the connection between their priorities with instruction and the Continuous Improvement Plan (CIP). 	

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DOMAIN: School Leadership		Expectation: Human Resource Leadership:		
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Inconsistently implements processes and systems for recruiting and hiring high-quality staff matched to the needs of the school. Inconsistently performs recruiting and hiring actions in a timely fashion. Is not able to speak specifically about the strengths and growth areas for each staff member. Fails to build capacity through identification of teacher leaders. 	<ul style="list-style-type: none"> 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. 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. 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. Inconsistently deals with poor performance and, while dealing with poor performance, may allow it to linger too long. 	<ul style="list-style-type: none"> 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. Ensures a hiring process that includes observation of classroom practice Ensure that staff members contribute to the hiring of high-quality candidates. Creates strong teams that include individuals with a variety of skills, backgrounds, and experiences. Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building. 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. Regularly identifies teacher leaders from different cultural backgrounds. 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Implements the use of innovative performance and competency-based selection processes. Creates systems of support and development for all staff members acknowledging that support for high performance is as important as that for low performance.
School Behaviors	<ul style="list-style-type: none"> Teachers are not part of hiring decisions, or, if involved, their perspective may not be considered in hiring decisions. Only some staff with certain backgrounds are developed as leaders. Teacher leaders may not be identified, or may not have a clear 		<ul style="list-style-type: none"> Teacher leaders have a role in staffing, including determination of critical competencies for positions. Staff members of all backgrounds/levels have the opportunity to 	

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	<p>role in supporting colleagues.</p> <ul style="list-style-type: none"> • Hiring process is unclear and lacks purposeful activities to assess candidate fit for the position. • High-performing teachers regularly leave the school over time. • 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. 	<p>develop as leaders.</p> <ul style="list-style-type: none"> • Staff members of all performance levels have opportunity and support for growth. • Teacher leaders have clear role in supporting colleagues. • 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]). • 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). • High-performing teachers are committed to and remain at the school over time.
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DOMAIN: School Leadership		Expectation: 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 (1)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> 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. 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. Rarely articulates shared values and goals. Understands the statutory requirements of the CIP but may develop a plan in isolation or with little stakeholder involvement. 	<ul style="list-style-type: none"> May use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time. 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. Engages stakeholder input into the development of the CIP, but does not overtly support implementation of the CIP. Occasionally creates milestone goals aligned to vision and mission of the school, but might not be transparent about these milestone goals with stakeholders. Articulates shared values and goals and occasionally aligns actions with stated values and goals. Uses attendance and disciplinary data to identify goals. 	<ul style="list-style-type: none"> 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. Regularly uses quantitative and qualitative data to identify the school’s current reality (trends and gaps for all student groups are represented). Engages broad stakeholder input into the development and implementation of the Continuous Improvement Plan (CIP). 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. Ensures that the professional development plan is aligned with shared values, vision, mission and the CIP. Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success. 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> Ensures that the school’s values, vision, mission, and goals drive decision-making. Ensures that problem-solving and strategic planning is fully inclusive of the diversity of stakeholders in the school and community. 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.

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<p>School Behaviors</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • Work to measure, revisit, and update the CIP document may only occur when required by the district or state expectations. 	<ul style="list-style-type: none"> • School mission and vision are visible around the school and are present in school-level conversations. • All school stakeholders are able to talk about the values, vision, mission and goals of the school. • School community members understand that individual contributions will lead to the collective success of the school. • School committees have responsibility for guiding the core work of the school that exemplifies the values, vision, mission, and CIP goals. • 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. • Stakeholders understand the CIP as a living and growing document and use it as a guide for goal setting and action planning. • Individual and small-group goals and strategies are well aligned with the CIP.
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DOMAIN: School Leadership		Expectation: Strategic Leadership:		
SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Does not provide a strong model for the development of others. Fails to recognize need for change in the school environment or is not open to change. Occasionally responds to frustrations, setbacks or failures in a calm manner but does not communicate a sense of optimism in response to challenges. Delegates responsibilities in a manner that is not viewed as empowering. Does not consistently communicate the importance of collaboration. Systems are not used to encourage collaboration. Change management strategies are not evident. 	<ul style="list-style-type: none"> Inconsistently models the behavior he or she expects in others. Seeks to learn more about how to support change and how to make sense of change. Responds to setbacks or failures in a calm manner but fails to communicate a positive perspective on the challenges. Sometimes misjudges which work to personally engage in and what to delegate. Practices collaboration occasionally, but tends to rely on unilaterally- made decisions. Minimal or required systems are used to engage collaborative decision-making. Understands change management concepts and occasionally applies change management strategy. 	<ul style="list-style-type: none"> Models the leadership behavior he or she expects to see in others. Provides feedback to develop the leadership capacity of staff members. Establishes structures and empowers teachers to engage as teacher leaders through conversation and decision-making in regard to significant issues and decisions. Leads successfully and effectively manage change processes in an environment where change is the norm and ambiguity is often present. Remains calm, constructive, and optimistic despite resistance, setbacks, or failures. Effectively determines which work to personally engage in and what to delegate. Establishes and uses systems, structures, and processes for collaborative decision-making. Makes decisions unilaterally when it is in the best interest of the 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities. Creates a culture that embraces change and is supportive of appropriate levels of risk-taking. Systematically challenges the status quo by leading change initiatives in alignment with the CIP. Creates a responsive and flexible culture that encourages and gains value from innovation.

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			<p>school.</p> <ul style="list-style-type: none"> Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. Challenges the status quo. Regularly shares ideas, plans, struggles, and successes with colleagues in other schools. 	
<p>School Behaviors</p>	<ul style="list-style-type: none"> Change is met with fear or resistance as evidenced by immediate push-back, rather than willingness to ask questions and search out understanding. Does not provide opportunity for staff members to have difficult conversation and may avoid situations where such dialogue may occur. Does not provide meaningful information to staff to help members make sense of change. Structures and/or conversations around change process are not evident. 		<ul style="list-style-type: none"> Staff and community members lead various processes within the school and are empowered to make decisions. Teacher leadership extends beyond structured systems. Staff members collaborate in formal and informal ways on a consistent basis. Stakeholders understand change as an opportunity to create a context of excellence. 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. Stakeholders are able to create meaning from change and incorporate new strategies into their individual sphere of influence in the school. Communication regarding decisions is transparent and proactive. 	

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DOMAIN: School Leadership		Expectation: Organizational Leadership:		
OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Staffing and scheduling are not well-aligned to school priorities. Work is more reactive than proactive. Prioritization of time may be ineffective and focus is on the urgent rather than what is important. There may not be a direct correlation between budget development and school goals. Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. Fails to ensure that safety and risk-management plans are implemented and practiced effectively. 	<ul style="list-style-type: none"> Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. Demonstrates some time-management skill, but prioritization may be day-to-day rather than on a longer-range scale. 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). Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice. 	<ul style="list-style-type: none"> Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school. Provides clear rationale for resource decisions based on the school’s mission, strategies, and learning goals. 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. Ensures that budget planning and implementation represent a focus on equity for all student populations. Develops external resources that align with the school budget in alignment with the school’s CIP. Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. Develops and ensures effective implementation of safety and risk-management plans (e.g., 	<p><i>In addition to “Effective:”</i></p> <ul style="list-style-type: none"> 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. Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. Collaborates with the school community to creatively maximize funds. Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. Maintains the confidence of stakeholders during times of significant financial stress.

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			lockdown drills, fire drills, evacuation drills).	
School Behaviors	<ul style="list-style-type: none"> • Timelines and schedules are often changed, causing confusion and resulting in poor attendance and interest in participation. • Lack of organization affects the outcomes of work and degrades the effort and energy that community members put forth. • Budget decisions may not be known or understood, and there is lack of clarity regarding why there are changes to resources and/or personnel. • 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. 		<ul style="list-style-type: none"> • Teachers have ample time to collaborate with one another. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. • 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. • Yearly budget decisions are anchored to current needs and student data and put the needs of students • Decision-making is transparent and all stakeholders understand the reason behind decisions related to the use of resources. • The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the school’s values, vision, and mission. • The school community is well prepared for crisis situations and is practiced in the protocols required to effectively respond to crises. 	

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DOMAIN: School Leadership		Expectation: Community Leadership:		
CL 1: Actively advocates for members of the school community and effectively engages family and community (7)				
	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> Makes only superficial attempts to interact with parents/guardians and community. Community partnerships are not evident or are non-existent. May acknowledge the importance of parents/guardians and community, but does not have strategies to enlist their support. Lacks creativity and consistency in communications regarding the successes of the school to the broader community. Strategies to grow enrollment are not evident. 	<ul style="list-style-type: none"> 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. May welcome stakeholder input, but has not established structures for accepting and utilizing feedback. Demonstrates interest in community and is beginning to engage it through a variety of relationships, but has not yet been able to establish partnerships. Finds ways to communicate the successes of the school to the broader community, but may do so inconsistently. Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents. Seeks to increase student enrollment, but may not have a comprehensive plan or strategies for outreach. 	<ul style="list-style-type: none"> 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. Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community. Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse* stakeholders. Engages local business and non-profit organizations to support the vision and mission of the school. Ensures that academic progress reporting is able to be easily and meaningfully interpreted by parents. Uses innovative ideas that increase student enrollment (as appropriate). 	<p><i>In addition to "Effective:"</i></p> <ul style="list-style-type: none"> Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community. Shares responsibility for community outreach. All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships. Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision. Empowers parents and community members as strong leaders in the school.
School Behaviors	<ul style="list-style-type: none"> Neighboring businesses have little interaction with the school, and student work is rarely seen posted in the community. 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. Families that enroll in the school are a result of boundaries, not 		<ul style="list-style-type: none"> Parents and community members receive regular updates that include: evidence of the school's successes and challenges, behavioral and academic expectations, schedules, calendars, and information relating to events. The school taps into families' talents, cultural heritage, skills, and funds knowledge to strengthen curriculum, student activities, and 	

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	<p>because of a desire to be there.</p>	<p>learning.</p> <ul style="list-style-type: none"> • The school integrates resources and services from the community to strengthen school- based services and offerings for student learning and development. • Partnerships between the school and community demonstrate two-way benefits. • 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. • Parents find the progress reporting system used by the school to be informative and meaningful. • Parents are equipped to use data to identify their student’s strengths and areas for growth.
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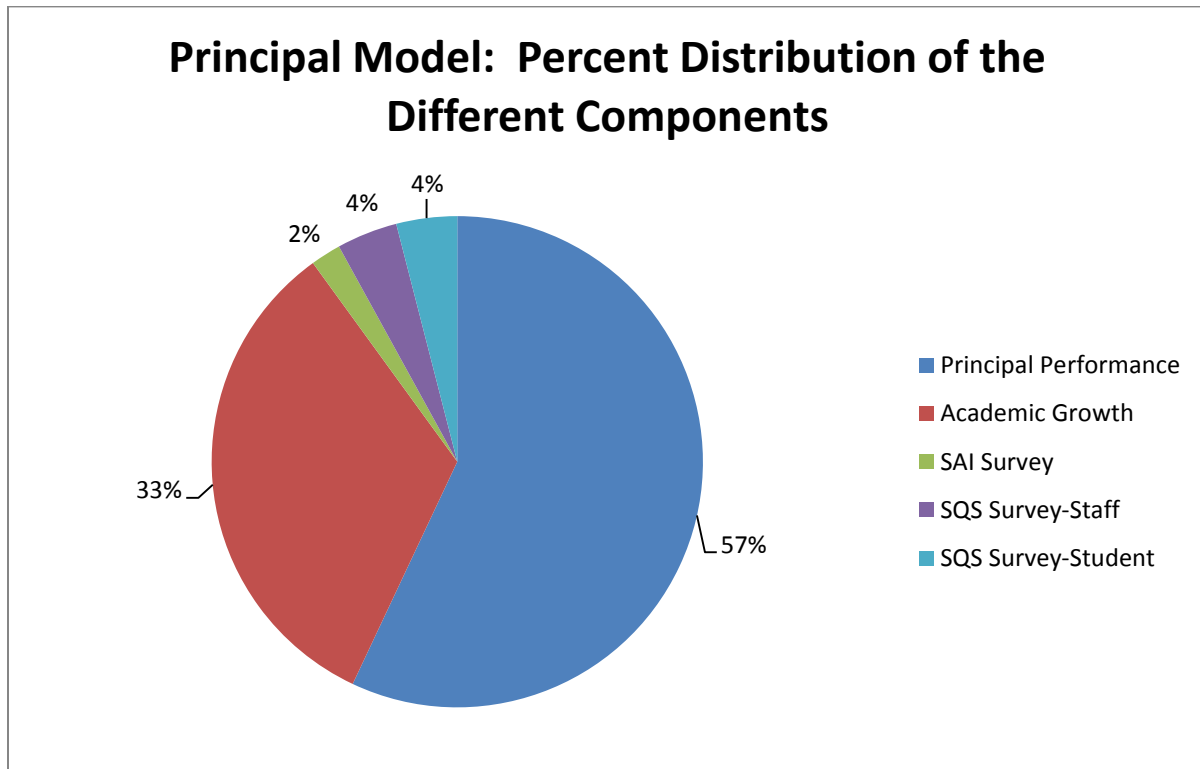
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Principal Evaluation Model 2015-16

Tucson Unified School District Model for Measuring Educator Effectiveness aligns with State Board of Education’s adopted Arizona Framework for Measuring Educator Effectiveness with these components:

A. Principal Performance Component	57%
B. Student Academic Progress Component	33%
C. SAI Survey (ADE) on Leadership	2%
D. Teacher Survey – School Quality Survey (Staff)	4%
E. Student Survey – School Quality Survey (Student)	4%

Each component of this model carries a different weight. For example, the results of the observations are weighted the most heavily because they represent 57% of the total model. The results from the observations, therefore, will have the greatest impact on a principal’s overall score. Secondly, the academic growth represents 33% of the total model so that it can impact the overall score, but not necessarily determine the outcome. The amount of impact from the academic growth is dependent upon how the cut scores are determined. Finally, the results of the three surveys (10%) will have a small impact on a principal’s overall score.



To get the ration of the current maximum raw points to desired maximum points, we must divide the desired maximum points by the current raw maximum points. Calculating the ration using scaling factors will produce properly weighted components. Please see the conversion table below:

Conversion Table Grades K-12: Weighted Scale for Principal Evaluation from			
Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	57	0.679
Growth	3	33	11
SAI Survey	5	2	0.400
SQS Survey-Staff	4	4	1.000
SQS Survey-Student	4	4	1.000
<i>Total</i>	<i>100</i>	<i>100</i>	

A. Principal Performance Component

The principal performance component aligns to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and accounts for a minimum of 57% of the evaluation outcome. Appendix A provides the description of each ISLLC standard and its associated functions.

The TUSD Model for Measuring Principal Effectiveness utilizes six areas of leadership derived from the eleven ISSLC Standards:

- Culture and Equity Leadership
- Instructional Leadership
- Human Resources Leadership
- Strategic Leadership
- Organizational Leadership
- Community Leadership

The areas of leadership (Appendix B) to meet the requirements of the Unitary Status Plan IV. (H), (1):

By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to: (i) an assessment of (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students; (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents. These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.

B. Student Academic Progress Component

In the past, academic growth has been determined by calculating the growth of state standardized scores in English Language Arts (ELA) and Math for grades 3-10 from one year to the next. The Arizona Department of Education determines labels for each school, ranging from A-F, that is based on student academic performance and growth. This approach, however, has limitations in that the state standardized tests in ELA and Math can measure the academic impact of only about a quarter of our teachers (called 'A' teachers). The non-ELA and non-Math teachers (called 'B' teachers) make up the other three-quarters of the teaching core. The 'B' teachers have been assigned growth points in the past based on the school or the district label.

This year, TUSD will make all teachers an 'A' teacher. Math and ELA teachers (formally known as 'A' teachers) will use the District's quarterly assessments in math and ELA to show academic growth. These quarterly assessments will be designed to measure growth over time. All other teachers (formally known as 'B' teachers) will administer pre-post assessments to their students that are relevant to the course material. The pre-post assessment strategy will be made up of a multiple choice assessment with a relevant content-specific reading passage that can measure academic growth for all course categories with the exception of math and ELA. The components are listed below:

- A. Courses: TUSD offers a variety of courses at the middle and high school levels including core academic courses, enrichment courses, and technical courses. These courses have

been grouped into 41 umbrella categories. Each category encompasses multiple courses. For example, Physical Education is a category that includes body conditioning, yoga, tennis, etc.

- B. Pre-Post Assessment: The pre-assessment will contain one or two short reading passages and up to 10 multiple choice questions that relate to the passage. Each category will have its own passage that is relevant to the content and the standards of the category. These themes of these passages may be similar across grades but will increase in complexity with each subsequent grade. An example of a theme in history/American government, etc might be a passage reflecting on the concept of what constitutes a human 'right' in modern society. The post-assessment will use the same assessment as the pre or the questions may be replaced with parallel questions. Parallel questions are questions of the same difficulty that measure the same concept but do not ask the same question. Parallel questions can be used to measure growth.
- C. Development of the pre-post category assessments: Grades K-2 will use the DIBELS assessment and compare the fall results to the spring results. Grades 3 – 5 and math and ELA teachers in grades 6 – 10 will use the quarterly assessments as their pre-post assessment. The remaining courses in grades 6 – 12 will use category assessments developed by Curriculum and Instruction Department in conjunction with District teachers in the summer 2015. Teams of teachers from all grades and content areas will be asked to participate in the development of these pre-post assessments. All assessments will be standard's based and aligned to the content of the category. Additionally, our psychometric specialist will work with the district's contracted assessment company to ensure that the pre-test and the post-test are parallel in difficulty. Items will be taken from the assessment company's item bank and/or teachers will develop their own questions. All assessments will be completed prior to the start of the 2015-16 school year.
- D. Who will take the assessment: All students in grades K – 2 will take the DIBELS assessment and in grades 3 – 5 will take the quarterly benchmarks. In grades, 6 – 12, pre-post category assessments will be administered by a sampling strategy so that each teacher of record will have a minimum of 30 students participating in the pre-post category assessment. Grades 6 – 10 math and ELA courses will use the quarterly benchmarks.
- E. When will the assessment be administered: The pre-tests will be administered in the early fall and the post-tests will be administered in mid-spring. The quarterly benchmarks are administered at the end of each quarter. For the teacher evaluation, quarters 1 and 3 will be used. DIBELS is administered three times a year. The first test in the fall and the last test in the spring will be used.
- F. Who will score the assessment: The category assessments will be made available on-line through the district's assessment vendor's webpage and will be scored

electronically. For schools lacking the technology infrastructure to test on-line, paper tests will be made available that can be scanned into the assessment company's data base. For grades K-2, teachers will score the DIBELs assessments. For grades 3 – 5, the quarterly math and ELA assessments will be available both on-line and with paper tests that can be scanned for electronic scoring.

- G. Scoring and point allocation: Students growth will be assessed by determining the difference between the pre-test and the post-test. Teachers will receive a 1 (below average growth or a total of 11 points), a 2 (average growth or an average of 22 points), or a 3 (above average growth or an average of 33 points) that will be added to the Teacher Evaluation points total. Cut scores will be determined once all teachers have administered pre and post tests and the scores can be evaluated. Principals will receive the aggregate school total for all the teachers in the school.

In summary, in order for formally 'B' teachers now to be considered 'A' teachers, each subject needs a valid and reliable pre-post assessment that is specific to that subject for grades 6 - 12. Currently TUSD does not have consistent district-developed pre-post assessments for each subject. These assessments will be developed in the summer of 2015 to roll out for the 2015-16 school year. However, if the academic growth model is to be continued in future years, TUSD will be prepared to refine these assessments and the process in collaboration with teachers who specialize in each subject.

C. Surveys

Survey data elements account for 10% of the evaluation outcome. They will be comprised of the results of three surveys conducted with both teachers and students.

1. SAI: Teacher surveys provide an opportunity for teachers to rate principals on various aspects of principal practice as well as culture and climate of the school. The ADE Standards Assessment Inventory will measure aspects of principal practice with an emphasis on leadership.
2. School Quality Survey-Staff: Teachers will also rate principal leadership on the SQS. Additionally, the SQS will measure aspects of the school's culture and climate.

Teacher Survey Administration Logistics: Both the SAI and the SQS teacher surveys will be administered electronically during the spring semester. The results of the surveys will be used at the site administration level for principal evaluation.

3. School Quality Survey-Students: Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, school culture and climate and overall feelings of social inclusion and safety. The surveys may be found in Appendix C

Student Survey Administration Logistics: The SQS-Students will be administered to all students with a paper survey that they fill out at their school. These surveys are anonymous and cannot be linked to specific teachers. The purpose of this survey is to assess the overall culture and social climate of the school from a student perspective.