PRINCIPAL EVALUATION PROCESS

An Arizona Model for Measuring Educator Effectiveness

2014-2015

In collaboration with

Arizona School Administrators

Based on the Arizona Framework for Measuring Educator Effectiveness

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Arizona Statutory Authority

Arizona Revised Statute §15-203 (A) (38) was passed by the legislature in 2009. This statute required that the State Board of Education "on or before December 15, 2011 adopt and maintain a *framework* for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes and best practices for professional development and evaluator training. School LEAs and charter schools were directed to use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012-2013." As a result, the State Board of Education appointed an 18-member Task Force to develop the *Arizona Framework for Measuring Educator Effectiveness*.

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

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

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

The State Board of Education approved the *Arizona Framework for Measuring Educator Effectiveness* on April 25, 2011. During 2012 -2013, the legislature made further revisions to the statutes related to teacher and principal evaluation systems. Those revisions included the designation of the four performance classifications used in the evaluation system as: "Ineffective", "Developing", "Effective", and "Highly Effective". By school year 2013-2014, LEAs are required to adopt a policy that describes how the performance classifications will be used in making employment-related decisions. The statutes provide direction regarding multiyear contracts and transfer frequencies and include the opportunity for incentives for those in the highest performance levels. Beginning in 2015-2016 the policies must describe the support and consequences for those in the lowest performance levels.

Links to these statutes can be found here:

House Bill 2823 - http://www.azed.gov/teacherprincipal-evaluation/hb-2823/
House Bill 2500 - http://www.azleg.gov/legtext/51leg/1r/summary/h.hb2500_05-14-13_astransmittedtogovernor.pdf

Please refer to ARS§15-203 (A) 38, ARS§15-527-530, and ARS§15-537-538.01 for a complete description of the educator evaluation process.

The language in ARS§15-203(A) (38) uses the phrase "academic progress." In this model instrument, academic progress is defined as: "A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to state administered assessments, district/school formative and summative assessments, and school achievement profiles."

Rationale for the Arizona Model for Measuring Educator Effectiveness

This principal evaluation model was created to provide process, templates, observation rubrics, and a rating system for measuring principal performance. All components align and comply with Arizona State Board of Education's adopted *Framework for Measuring Educator Effectiveness*. The *framework* provides the legal parameters and state requirements for principal evaluation process statewide. The *model* outlined in this document provides a process for principal evaluation based on the Arizona requirements for measuring educator effectiveness.

The definitions stated below are to clearly delineate between *The Arizona Framework for Measuring Educator Effectiveness* and *The Arizona Model for Measuring Educator Effectiveness.*

- *The Arizona Framework for Measuring Educator Effectiveness*
  A framework for the Arizona teacher evaluation process developed by the state of Arizona in response to Arizona Revised Statute §15-203 (A) (38). This statute required that the State Board of Education "on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument." The Arizona Framework for Measuring Educator Effectiveness can be found here: http://www.azed.gov/teacherprincipal-evaluation/az-framework/

- *The Arizona Model for Measuring Educator Effectiveness*
  A principal evaluation process created to assist local education agencies (LEAs) and schools in providing an example to measure principal effectiveness, per ARS 15-203 (A) (38). This model aligns with Arizona State Board of Education's adopted *Framework for Measuring Educator Effectiveness* referenced above.

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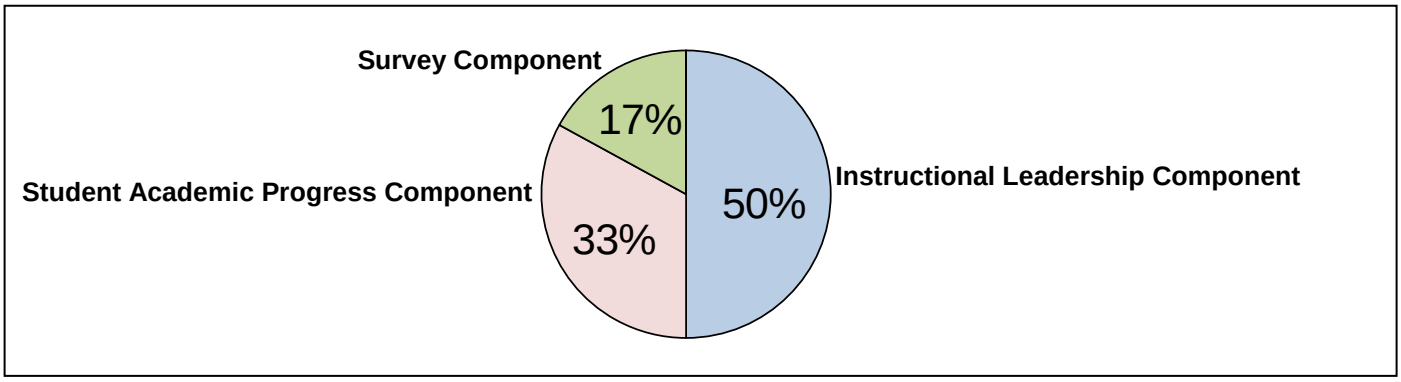
ADE's Principal Evaluation model was reviewed by ADE's external Educator Evaluation Workgroup, which represents district and school leaders, Arizona Education Association (AEA), Arizona School Boards Association (ASBA) and the Arizona Charter Schools Association (ACSA).

Arizona Model for Measuring Educator Effectiveness
Summary of Components

Arizona's Model for Measuring Educator Effectiveness was developed by the Arizona Department of Education with assistance from WestEd's Regional Educational Laboratory (REL). Four district Local Education Agencies (LEAs) and one charter LEA piloted the process during the 2012-2013 school year, with full implementation during the 2013-2014 school year.

The *Arizona Model for Measuring Educator Effectiveness* is aligned to the *Arizona Framework for Measuring Educator Effectiveness with these three components and percentages:*

A. Instructional Leadership Performance Component	50%	(60 points)
B. Student Academic Progress Component	33%	(40 points)
C. Survey Component	17%	(20 points)



A. Instructional Leadership Component

The instructional leadership component, aligned to The Interstate School Leaders Licensure Consortium (ISLLC) Standards, accounts for 50% of the principal evaluation outcome. These standards may be found here:
http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html

The ISLLC Standards represent a universe of behaviors, functions and actions. It is not expected that all will be observed or accounted for in the principal's evaluation. They should be used as examples of behavior or pieces of the evidence that lead to the principal's evaluation outcome. It is not expected that the evaluation instrument use the exact wording reflected in the ISLLC Standards.

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

Standard 1: Shared Vision
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: Learning/Instruction
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: Management
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Standard 4: Collaboration
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Professionalism
A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: Education System
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Appendix A provides the description of each standard and its associated functions. Also listed in Appendix A are listings of possible actions and/or artifacts associated with each standard. This listing is not exhaustive; it is simply representative of many areas to be considered by the evaluator.
A rubric describing levels of effectiveness for the Standards is provided in Appendix B.

B. Student Academic Progress Component

The student academic progress component accounts for 33% of the evaluation outcome. State assessment data must be used as at least one of the school level data elements (with the exception of principals new to the school).
Student growth data constitutes 20%, or 24 points, of the total evaluation outcome.
**The 20% growth requirement will be finalized after the Arizona State Board of Education considers the ESEA proposed waiver to amend the SBE's adopted Framework.*

Rating Tables have been designed to display the point allocations of student academic progress data in the principal evaluation process. The evaluator and principal will select the appropriate rating table to be used during the evaluation process.

The Rating Table categories are:
- Achievement
- Growth
- College and Career Ready

Principals will write academic goals and growth goals that complement the focus of school-wide improvement.

C. Survey Component

The survey component is comprised of the results of surveys conducted with students, parents and teachers. Specific results and/or progress on these ratings will account for 17% of the principal's comprehensive evaluation outcome.

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 were engaged in classroom practices.

Parent surveys solicit information from parents on the quality of the teachers and the school.

Teacher surveys measure the degree to which the school offers educators the support they need for professional learning that leads to improved educator practice and higher levels of student success.

The survey component includes a self-reflection process that encourages a principal's review of strengths and areas of focus. The self-reflection form, completed at the beginning of the academic year, is reviewed at Conferences 2 and 3 and will help inform recommendations for the principal's future professional learning.

The results of these components (instructional leadership, student academic progress, and survey data) are intended to inform school improvement goals and principal professional development decisions.

These surveys and instruments may be found at the following Arizona Department of Education link: http://www.azed.gov/teacherprincipal-evaluation/survey-models/

Arizona Model for Measuring Educator Effectiveness
Operational Definitions

These operational definitions define key concepts referenced in this document.

Achievement Goal
An achievement goal is a standards-based measure that is specific and measurable, based on baseline data and written to measure achievement.

Component - The Principal Evaluation Process consists of three main components: Instructional Leadership, Student Academic Progress and Surveys.

Evaluation - One comprehensive, summative evaluation that occurs annually and results in a summative principal performance classification (Highly Effective, Effective, Developing, and Ineffective) and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes.

Evaluation Outcome - The summative score that represents one of four performance classifications derived from the accumulated Instructional Leadership Component, Student Academic Progress Component, and Survey Component, and the associated recommendations for professional growth.

Growth Goal – A growth goal is a standards-based measure that is specific and measurable, based on baseline data and written to measure growth between two points in time.

ISLLC Standards - Interstate School Leaders Licensure Consortium (ISLLC)
ISLLC organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student.
The six ISLLC standards are:

Standard 1: Shared Vision
Standard 2: Culture of Learning/Instruction
Standard 3: Management
Standard 4: Family and Community/Collaboration
Standard 5: Professionalism
Standard 6: Social Context/Outreach

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

Rating Tables - Rating tables display the point allocations of student academic progress data in the principal evaluation process. The evaluator and principal will select the appropriate rating table to be used during the evaluation process.

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.

Beginning of the Year Conference 1: The principal and the evaluator will meet early in the year 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, student and staff survey data; and previous evaluation results. The Goal–Setting Worksheet will be completed during this meeting.

It is important to consider the context in which the evaluation occurs. 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. The descriptions of the performance classification levels should be reviewed and discussed based on the goals being set during this conference.

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

Mid-year Conference: The purpose of this meeting is 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.

End of year Conference: This is the conference that completes the evaluation cycle. A review of data and other evidence of the principal's leadership is done at this time. Information is recorded and points determined resulting in a performance classification. 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.

Arizona's Model for Measuring Educator Effectiveness
Instructional Leadership Component Point Allocation
Assigning Weights

The Instructional Leadership component accounts for 60 points (50%) of the principal evaluation outcome. The following table shows the point distribution among each of the six leadership standards.

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

Arizona's Model for Measuring Educator Effectiveness
Student Academic Progress Rating Table

The Student Academic Progress component accounts for 40 points (33%) of the principal evaluation outcome. Twenty-four of these 40 points (20%) must come from student growth data.

**The 20% growth requirement will be finalized after the Arizona State Board of Education considers the ESEA proposed waiver to amend the SBE's adopted Framework.*

Below is *one example* of a principal rating table used in Arizona's Model for Measuring Educator Effectiveness.

High School Principal[1]					
Student Academic Progress Data	**Category**	**Point Value**	**School Wide Level Data**	**Total Point Value**	**Data Source**
40 Points (33% of total)	Achievement	12	SLO Achievement Goal	9	9 points: ≥90% of the students met the SLO 7 points: 80-89 5 points: 60-79 3 points: <60
			ELL Reclassification based on AZELLA	3	3 points: ≥95% 2 points: 75% - 94% 1 points: <75%
	Growth	20	SLO Growth Goal – Reading	10	10 points: Surpassed the expectation 8 points: Met the expectation 6 points: Did not fully meet the expectation 4 points: Did not meet the expectation
			SLO Growth Goal – Math	10	10 points: Surpassed the expectation 8 points: Met the expectation 6 points: Did not fully meet the expectation 4 points: Did not meet the expectation
	College and Career Ready	8	Attendance Rate (School-Level)	4	4 points: ≥95% 3 points: 90% - 94% 2 points: 75% - 89% 1 points: <75%
			Graduation Rate	4	4 points: 4 year graduation rate ≥95% 3 points: 4 year graduation rate 90% - 94% 2 points: 4 year graduation rate 75% - 89% 1 point: 4 year graduation rate <75%

Principal Goal Attainment Rubric			
4	**3**	**2**	**1**
_____ **or greater**	**BETWEEN** _____ **and** _____	**BETWEEN** _____ **and**_____	_____ **or less**

A complete set of rating tables can be found at this link:
http://www.azed.gov/teacherprincipal-evaluation/teacherprincipal-evaluation-pilot-project-resources/

Principals and their evaluators will identify achievement goal(s) and growth goal(s) and complete the Principal Goal Attainment Rubric.

Here are some examples of student academic progress stems helping principals determine which assessments to use for goal setting; this is not an exhaustive list. Any of the stems can be tailored toward a particular sub-population of students.

SELECTED ASSESSMENT	EXAMPLES OF ACADEMIC PROGRESS STEMS
State Assessment	• increase in the % of students passing by grade level/subject • overall % increase over previous year's data • increase in the % of students improving by at least one performance label • decrease in % of students in the two lowest performance labels
Stanford 10	• % increase in NCE (normal curve equivalent) • % of students achieving a predetermined stanine
AZELLA	• increase in the % of students who test proficient • increase in the % of students who show progress across performance levels
DIBELS	• increase in the % of students who move from 'intensive' to 'strategic' or 'benchmark'
Student Growth Target	• increase in the number of students 'proficient' or 'on track to be proficient' within three years or by Grade 10
School Label	• receive a label designation of A or B or maintenance of A/B label • increased A-F points
LEA Assessments/CTE/SAT/ ACT/AP/IB/other	• increase in the % of proficient students • increase in the % of students who show progress • increase in scores or % of students tested

Parent Survey Administration Logistics:

1. The Parent Survey will be administered anonymously on-line. The link to the survey will be provided to LEAs participating in the Teacher/Principal Evaluation Project.
2. Parents can use any device (e.g., computer, IPad, Smart phone, Kindle, etc.) that has access to the internet to fill out the parent survey.
3. If parents have more than one child currently attending different participating schools, they fill out one survey per participating school. If parents have more than one child currently attending the same participating school, their responses should be based on their perceptions of their OLDEST child's school experiences.
4. Both English and Spanish versions are available.
5. In order to boost the response rates for parent survey, LEAs are encouraged to:
    a. Post the link on LEA website.
    b. Send out a letter (electronic version) along with the link to parents. This letter explains the purpose of parent survey as well as encourages parents' participation.
    c. Send the letter (hard copy) home with students.
    d. Send out several reminders to all parents during the period of survey administration.

The results of the parent survey will be aggregated to the school level to be used for both the teacher and principal evaluations.

Student Survey Administration Logistics:

The student survey focuses on the student's perception of their teacher's teaching methods, so LEAs must make sure that 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 3-12 regardless of their teaching assignment (with the exception of SPED Life Skills and K-2 teachers), must have student survey results.
2. SPED Life Skills and K-2 students will not complete student surveys; points within the teacher evaluation have been adjusted accordingly.
3. 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.
4. Student surveys will be administered anonymously on-line; multiple entries per computer are allowed.

Self-Reflection Worksheet Administration Logistics:

This form is completed by the principal to cite evidence, documents, or other artifacts reflecting the ISLLC leadership standards. Student achievement data and survey data reflecting the impact of the principal's leadership are also included. Information will be reviewed at Conferences 2 and 3.

Teacher survey administration logistics:

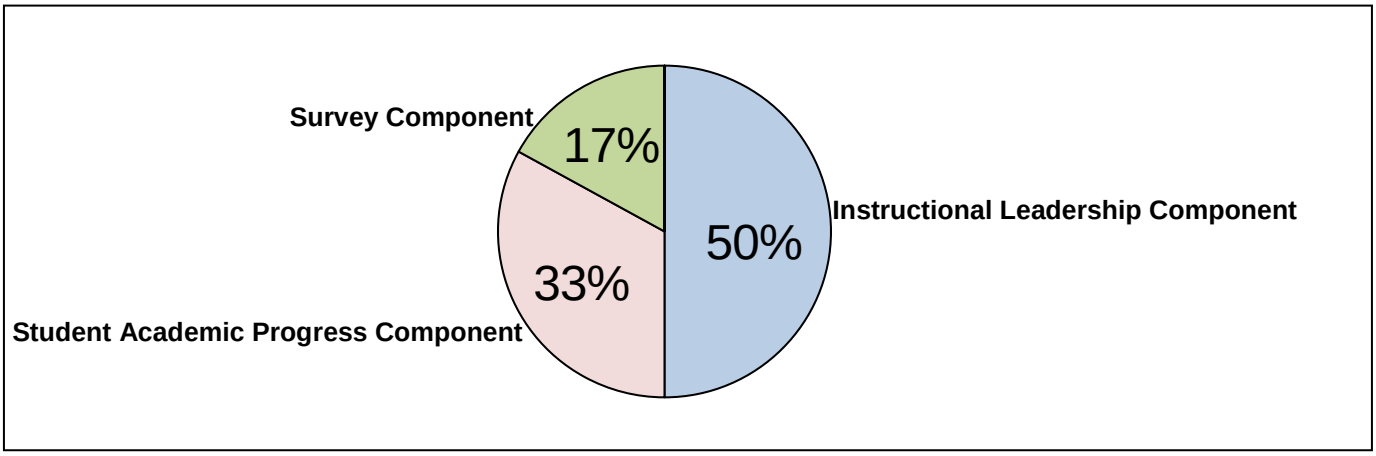
1. Learning Forward will administer the on-line **Standards Assessment Inventory** (SAI) teacher survey.
2. In order to gather authentic information from teachers, the teacher survey is designed to be anonymous. Each teacher fills out ONE survey for the school at which he or she is teaching.
3. Send email to PDInbox@azed.gov to request information and school access to administer the SAI. The results of the teacher survey will be used to inform the principal evaluation.

Arizona's Model for Measuring Educator Effectiveness Combining Leadership, Student Progress, and 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 related to the three components: Instructional Leadership, Survey Data Results 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 Principal Performance Based Evaluation Summary conference the evaluator should review the previous conference notes and/or other documents reflecting on the leadership of the principal, student academic progress data and the perceptions of those impacted by the principal's leadership.



Instructional Leadership constitutes 60 points, or 50% of the evaluation outcome. The six ISLLC standards are the basis for the point value of this component.

Student Academic Progress constitutes a minimum of 40 points or 33% of the evaluation outcome. Twenty-four of these 40 points or 20% must come from student growth data.
*The *20% growth requirement will be finalized after the Arizona State Board of Education considers the ESEA proposed waiver to amend the SBE's adopted Framework on 12/2/2013* (tentative date).

Survey Data collected from the staff, students and parents represents 17%, or 20 points of the principal's evaluation outcome. The student, parent, and teacher survey data will be aggregated to represent the perception or impact of the principal's leadership.

Arizona's Model for Measuring Educator Effectiveness
Performance Classification Descriptions

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
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.

Arizona's Model for Measuring Educator Effectiveness
Point Allocations for Performance Classifications

The following tables show the range of points for each component of the principal evaluation process and the overall performance classification for the evaluation.

Instructional Leadership (60 points)	Student Academic Progress (40 points)	Survey Data (20 points)
Points: 54-60 = 90%-100%	Points: 36-40 = 90%-100%	Points: 18-20 = 90%-100%
43-53 = >70%, but<90%	29-35 = >70%, but<90%	15-17 = >70%, but<90%
30-42 = 50%-70%	20-28 = 50%-70%	10-14 = 50%-70%
<30 = <50%	<20 = <50%	<10 = <50%

A performance classification is not assigned to each individual component of the evaluation. The points from all three components (Instructional Leadership, Student Academic Progress Data, and Survey Data) are totaled and contribute to the point range used to determine the summative evaluation classification.

Principal Annual Summative Evaluation Point Allocation		
Highly Effective	Points: 108-120	Percent: 90%-100%
Effective	Points: 85-107	Percent: >70%, but<90%
Developing	Points: 60-84	Percent: 50%-70%
Ineffective	Points: <60	Percent: <50%

Arizona's Model for Measuring Educator Effectiveness
Form Descriptions

The forms used in the principal evaluation process are described on the following pages; blank templates are in Appendix E under Evaluation Process Tools.

Principal Goal Setting Worksheet

Principal:
School:
Date:

After reviewing the student academic progress data, survey data, and other information, principal and evaluator will set SMART goals to support the principal's instructional effectiveness for the current school year.

GOALS:	

Principal Goal Attainment Rubric			
4	**3**	**2**	**1**
_____ **or greater**	**BETWEEN** _____ **and** _____	**BETWEEN** _____ **and**_____	_____ **or less**

Evaluator: _____ Date: _____

Principal Mid-Year Review Conference

Mid-year Review Conference

The principal and evaluator will meet at least once during the school year prior to the summary evaluation conference. During this 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.

Principal:
School:
Date:

The evaluator determines whether the principal is making acceptable progress toward goal attainment.

1. Shared Vision	Satisfactory	Not Satisfactory
2. Culture of Learning/Instruction	Satisfactory	Not Satisfactory
3. Management	Satisfactory	Not Satisfactory
4. Collaboration	Satisfactory	Not Satisfactory
5. Professionalism	Satisfactory	Not Satisfactory
6. The Education System	Satisfactory	Not Satisfactory

Discussion of Leadership Practices:
Areas of Strength:
Continuing Activities:
Areas for Improvement (if needed):

Data Review
Student Progress:
Survey Information:

Principal Reflection Document

This form is completed by the principal to cite evidence, documents, or other artifacts reflecting the leadership standards. Student achievement data and survey data reflecting the impact of the principal's leadership are also included. Information will be reviewed throughout the year.

Principal Reflection Document

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

School-Level Student Academic Progress Comments

Survey Data Comments

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 displays the accumulation of data related to leadership actions, the perceptions of those persons impacted by this leadership, and student academic.

Principal Performance Based Annual Summative Evaluation Form

Principal _____School _____Date _____

LEADERSHIP STANDARDS S=Satisfactory NP=No Progress	S/NP	GENERAL COMMENTS ON LEADERSHIP	Possible Points	Points
1. Shared Vision			15	
2. Learning/Instruction			15	
3. Management			10	
4. Collaboration			10	
5. Professionalism			5	
6. Education System			5	
			Sub Total	/60

Student Academic Progress	Possible Points	Results	Points
		Sub Total	/40

Surveys	Possible Points	Results	Points
Parent Survey	**7**		
Student Survey	**5**		
Teacher Survey	**7**		
Principal Self-Reflection	**1**		
		Sub Total	/20

Page 1

Principal Performance Based Annual Summative Evaluation Form

Principal _____School _____Date _____

Areas of Recognition of Effort/Commendation:
Professional Development or Self Improvement:
Deficiencies to correct:

Principal Performance Classification: Component Summary

Leadership Standards	/60 points
Student Academic Progress	/40 points
School Level and Survey Data	/20 points
Total points earned:	

Performance Classification Key:

Highly Effective:	108-120
Effective:	85-107
Developing:	60-84
Ineffective:	<60

Performance Classification for this principal:

_____ _____ _____

Principal Signature Date Evaluator Signature

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

PRINCIPAL EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Appendix A - ISLLC Standards

Arizona
Department of Education

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

Instructional Standards, Functions and Sample Evidence

STANDARD 1

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

Functions:

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

Sample Evidence:

- school improvement plan
- teacher feedback
- meeting agendas
- school-home communications
- posted vision/goals statements
- student recognition activities
- calendar of events
- homework and attendance
- presentations to community
- development of annual goals
- reviews achievement data with staff
- implements targeted PD
- regularly reviews achievement data
- displays of student achievement
- discipline plans
- etc.

STANDARD 2

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

Functions:

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

Sample Evidence:

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

STANDARD 3

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

Functions:

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

Sample Evidence:

- staff handbooks
- substitute handbook
- crisis plans
- newsletters
- phone or mail logs
- required reports- fire, safety etc.
- use of technology to streamline…
- discipline procedures/handbook
- accreditation reports, follow thru
- promotes and protects instructional time
- facility use
- etc.

STANDARD 4

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

Functions:

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

Sample Evidence:

- meeting agendas
- newsletters
- site councils/PTA/Booster Clubs
- student council involvement
- use of community resources
- balances differing needs- meetings, activities, etc.
- creates a welcoming environment in the office
- décor reflects diversity of student body
- survey data analyzed/used
- etc.

STANDARD 5

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

Functions:

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

Sample Evidence:

- extracurricular assemblies/events/activities
- diversity/culture recognition
- student handbook
- citizenship/civics opportunities
- maintain confidentiality
- community service
- school calendar of events
- accepts responsibility
- responds to challenges/handles dissent
- analyze attendance and discipline data with respect to equity issues
- etc.

STANDARD 6

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

Functions:

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

Sample Evidence:

- interprets law, statute, policy
- maintains research/trend familiarity
- involvement in LEA
- sharing info w/PTO/booster, etc.
- awareness of Board actions
- staff development for teachers
- newsletters and other communication
- meets with IEP teams
- participates in the Title I plan development
- advocate for students and learning
- professional development for self
- etc.

PRINCIPAL EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Appendix B – Instructional Leadership Rubric

Arizona
Department of Education

Instructional Leadership Component Rubric

Standard 1

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

A "proficient" leader believes in, values and is committed to:

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

A "proficient" leader engages the stakeholders to reach consensus about vision, mission and goals. These become the basis for decisions, planning, budgeting and time allocation. Decisions are informed by data, research and best practices to identify the unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

Functions	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Shared Vision Using Data Creating Plans Promoting Improvement Monitoring	The school's vision and mission as expressed in the school improvement plan have been developed with no evidence of the stakeholders involved. The school community is not involved in school improvement efforts.	The school's vision and mission as expressed in the school improvement plan have been developed with few of the stakeholders involved. There is limited school community involvement in school improvement efforts.	The school's vision and mission as expressed in the school improvement plan have been developed with some of the stakeholders involved. Parts of the school community are involved in school improvement efforts.	The school's vision and mission as expressed in the school improvement plan have been developed with all of the stakeholders involved. The whole school community is involved in school improvement efforts.
	An implementation plan has not been developed with objectives and strategies. Barriers to achieving the vision have not been identified and addressed.	An implementation plan has been developed with few objectives and strategies. Few barriers to achieving the vision are identified and addressed.	An implementation plan has been developed with some objectives and strategies. Some barriers to achieving the vision are identified and addressed.	An implementation plan has been developed with objectives and strategies. Barriers to achieving the vision are identified and addressed.
	There is no plan in existence or not monitored and/or supported with necessary resources. The plan is not evaluated at the end of the year.	The plan is infrequently monitored and lacks supporting resources. The plan may not be evaluated at the end of the year.	The plan is monitored and supported with necessary resources. The plan may be evaluated at the end of the year.	The plan is regularly monitored and supported with necessary resources. The plan is evaluated and revised at the end of the year.

Standard 2

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

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

An "effective" leader fosters a strong, positive professional culture; sharing and distributing responsibilities across all components of the instructional system (curriculum, materials, pedagogy and student assessment). Learning opportunities are targeted to the vision and goals differentiated to meet the needs of students. A strong professional culture includes reflection and timely specific feedback that improves practice. Leaders engage in continuous inquiry.				
Functions	**Level of Performance**			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Culture Curriculum Program Learning Environment Supervision Accountability Technology	Expectations are not high for self, students and staff are not part of the school's culture. Most students and staff are rarely treated with fairness, dignity and respect. Organizational support systems are not aligned with resources for student growth and development.	Expectations for self, students and staff are part of the school's culture. Most students and staff are treated with fairness, dignity and respect. Organizational support systems align some resources for student growth and development.	High expectations for self, students and staff are part of the school's culture. Most students and staff are treated with fairness, dignity and respect. Organizational support systems align some resources for student growth and development.	High expectations for self, students and staff dominate the school's culture. Most students and staff are consistently treated with fairness, dignity and respect. Organizational support systems effectively align resources for maximum student growth and development.
	Professional development does not address student-learning needs. Lifetime learning is not encouraged or modeled.	Professional development is rarely planned to consider student-learning needs. Lifetime learning is rarely encouraged.	Professional development is planned to consider student-learning needs. Lifetime learning is encouraged.	Professional development is planned to focus on specific student-learning needs. Lifetime learning is encouraged and modeled.
	Student learning is not supported by best practices, data and technologies are not used in teaching and learning. Barriers to student learning are not identified and addressed.	Student learning is occasionally supported by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are rarely identified and addressed.	Student learning is often supported by best practices, the use of data and appropriate technologies in teaching and learning. Barriers to student learning are often identified and addressed.	Student learning is consistently supported throughout the school by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are systematically identified, classified and addressed.

Standard 3

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

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

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

An "effective" leader ensures the success of all students and provides a high performing learning environment by efficiently and effectively aligning resources with vision and goals. The teaching and learning environment reflects an orderly management of resources: financial, human, time, materials, technology, and physical plant. Leaders address impediments to student and staff learning as they implement laws and policies to protect the civil and human rights and the safety of students and staff.				
Functions	**Level of Performance**			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Monitor/Evaluate Align Resources Welfare/Safety Distributed Leadership Focus Time	School operational and organizational systems do not support an instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are managed irresponsibly, inefficiently and ineffectively. School human, material, physical and time resources are often not managed to support school goals.	School operational and organizational environment is frequently ineffective to provide an instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are poorly managed responsibly. School human, material, physical and time resources are often not used to support school goals.	School operational and organizational systems provide an instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are managed responsibly. School human, material, physical and time resources are often focused on school goals.	School operational and organizational systems are managed efficiently and effectively and monitored regularly to provide an aesthetically pleasing and effective instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are managed responsibly, efficiently and effectively. All school human, material, physical and time resources are often managed to maximize organizational school goals.
	Some emerging trends and potential problems are rarely identified and confronted. Communication skills are ineffective in some segments of the school population.	Some emerging trends and potential problems are sometimes identified and confronted. Communication skills are inconsistent in some segments of the school population.	Some emerging trends and potential problems are identified and confronted. Communication skills are effective in some segments of the school population.	Emerging trends and potential problems are identified, studied and confronted. Communication skills are evident in throughout the school population.

Standard 4

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

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

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

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

Standard 5

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

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

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

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

Standard 6

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

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

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

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

PRINCIPAL EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Appendix C - Surveys

Arizona
Department of Education

3-5 Student Survey Questions

	Always	Most of the Time	Some of the Time	Never
1. The schoolwork we do helps me learn.	○	○	○	○
2. The schoolwork we do is interesting.	○	○	○	○
3. What I learn in this class is useful to me in my real life.	○	○	○	○
4. The teacher makes this class interesting.	○	○	○	○
5. In this class, we learn a lot every day.	○	○	○	○
6. My teacher makes sure that we think hard about things we read and write.	○	○	○	○
7. When the work is too hard, my teacher helps me keep trying.	○	○	○	○
8. In this class, it is more important to understand the lesson than to memorize the answers.	○	○	○	○
9. My teacher uses a lot of different ways to explain things.	○	○	○	○
10. My teacher knows when we understand the lesson and when we do not.	○	○	○	○
11. Our classroom materials and supplies have a special place and things are easy to find.	○	○	○	○
12. My teacher tells us what we are learning and why.	○	○	○	○
13. My teacher wants us to share what we think.	○	○	○	○
14. Students feel comfortable sharing their ideas in this class.	○	○	○	○

	Always	Most of the Time	Some of the Time	Never
15. My teacher talks to me about my work to help me understand my mistakes.	○	○	○	○
16. My teacher writes notes on my work that helps me do better next time.	○	○	○	○
17. My teacher builds on things we learn in other classes, subjects, and years.	○	○	○	○
18. My teacher cares about me.	○	○	○	○
19. If I am sad or angry, my teacher helps me feel better.	○	○	○	○
20. My teacher would notice if something was bothering me.	○	○	○	○
21. I stay actively engaged in this class.	○	○	○	○
22. Students in my class are respectful to our teacher.	○	○	○	○
23. My classmates behave the way my teacher wants them to.	○	○	○	○
24. All of the kids in my class know what they are supposed to be doing and learning.	○	○	○	○
25. Students behave well in this class which makes the teacher happy.	○	○	○	○
26. The people we learn and read about in this class are like me.	○	○	○	○
27. My teacher teaches us to respect people's differences.	○	○	○	○
28. In this class, I feel like I fit in.	○	○	○	○
29. I feel like an important part of my classroom community.	○	○	○	○
30. My teacher knows what my life is like outside of school.	○	○	○	○
31. My teacher knows what is important to me.	○	○	○	○
32. School work in this class is challenging but not too difficult.	○	○	○	○
33. I ask for help when I need it.	○	○	○	○
34. I feel like I do a good job in this class.	○	○	○	○

6-12 Student Survey Questions

	Always	Most of the Time	Some of the Time	Never
1. My teacher makes learning enjoyable.	○	○	○	○
2. What I learn in this class is useful to me in my real life.	○	○	○	○
3. My teacher teaches things that are important to me.	○	○	○	○
4. My teacher knows the things that make me excited about learning	○	○	○	○
5. The teacher makes this class interesting.	○	○	○	○
6. In this class, we learn a lot every day.	○	○	○	○
7. In this class, it is more important to understand the lesson than to memorize the answers.	○	○	○	○
8. When the work is too hard, my teacher helps me keep trying.	○	○	○	○
9. My teacher accepts nothing less than my best effort.	○	○	○	○
10. My teacher knows when we understand the lesson and when we do not.	○	○	○	○
11. If I don't understand something, my teacher explains it a different way.	○	○	○	○
12. My teacher explains difficult things clearly.	○	○	○	○
13. My classroom is organized and I know where to find what I need.	○	○	○	○
14. Students feel comfortable sharing their ideas in this class.	○	○	○	○
15. My teacher respects my opinions and suggestions.	○	○	○	○
16. In this class, we have a say in what we learn and do.	○	○	○	○
17. My teacher talks to me about my work to help me understand my mistakes.	○	○	○	○
18. My teacher writes notes on my work that help me improve.	○	○	○	○

	Always	Most of the Time	Some of the Time	Never
19. When we study a topic, my teacher makes connections to other subjects or classes.	○	○	○	○
20. My teacher cares about me.	○	○	○	○
21. My teacher pays attention to what all students are thinking and feeling.	○	○	○	○
22. My teacher would notice if something was bothering me.	○	○	○	○
23. I stay actively engaged in this class.	○	○	○	○
24. Students in this class treat the teacher with respect.	○	○	○	○
25. The students behave the way my teacher wants them to.	○	○	○	○
26. Students behave well in this class which helps us to progress through the lessons.	○	○	○	○
27. The classroom materials, pictures, words, books, and art reflect my cultural background.	○	○	○	○
28. My teacher respects my cultural background.	○	○	○	○
29. My teacher respects me as an individual.	○	○	○	○
30. Students in this class respect each other's differences.	○	○	○	○
31. In this class, I feel like I fit in.	○	○	○	○
32. I feel like an important part of this classroom community.	○	○	○	○
33. My teacher knows what my life is like outside of school.	○	○	○	○
34. My teacher knows what is important to me.	○	○	○	○
35. School work in this class is challenging but not too difficult.	○	○	○	○
36. I ask for help when I need it.	○	○	○	○
37. I feel like I do a good job in this class.	○	○	○	○

ADE Parent Survey

Welcome to the Arizona Department of Education (ADE) Parent Survey.

	English	Spanish
1. Which language would you prefer for taking the ADE Parent Survey?	○	○

Dear Parent:

Your opinions about the performance of your child's school are very important to us! This survey was developed by the Arizona Department of Education and will only take about 5 minutes to complete. Your identity will remain completely anonymous. Your responses to the survey questions will be combined with responses from other parents to give us information about your child's school.

If you have more than one child currently attending different schools, please fill out one survey per school. If you have more than one child currently attending the same school, your responses should be based on your perceptions of your OLDEST child's school experiences.

If you have any questions about this survey, please contact the Arizona Department of Education by email at Steve.Larson@azed.gov.

Asterisks (*) indicate that a response is required.

	District school	Charter school
2. What type of school is your child currently attending?	○	○

3. Please select the school for which you are completing this survey (drop down menu)

Please rate your level of frequency with the following questions

	Always	Most of the Time	Some of the Time	Never
4. The staff at my child's school is respectful and caring.	○	○	○	○
5. My child is safe at school.	○	○	○	○
6. My child's school has high expectations for academic achievement.	○	○	○	○
7. My child's school prepares my child to be on track for college or a career.	○	○	○	○
8. The teacher(s) at my child's school inform(s) me of my child's progress.	○	○	○	○
9. My child likes going to school.	○	○	○	○
10. My child's school values my opinion.	○	○	○	○
11. My child's school has partnerships with community organizations that benefit my child.	○	○	○	○

Students are often given the grades A, B, C, D, and F to denote the quality of their work.	A+	A	B	C	D	F
3. What overall grade would you give your child's teacher(s)?	○	○	○	○	○	○
4. What overall grade would you give the school administrator(s)?	○	○	○	○	○	○
5. What overall grade would you give the quality of education that your child is receiving?	○	○	○	○	○	○
6. What overall grade would you give your child's school?	○	○	○	○	○	○

7. What are the areas of strength at your child's school?	
8. What are the areas needing improvement at your child's school?	

Thank you for completing our survey! If you have any questions about this survey, please contact the Arizona Department of Education by email at Steve.Larson@azed.gov

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.

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.

Thank you for completing our survey! If you have any questions about this survey, please contact the Arizona Department of Education by email at Steve.Larson@azed.gov

PRINCIPAL EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Appendix D - Glossary of Terms

Arizona
Department of Education

Term	Definition
Academic Goal	A standards-based measure relevant to the current school year that is specific and measurable, based on baseline data and written to measure achievement. The goal defines the priority area(s) for school improvement initiatives.
Academic Progress	A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.
Aggregate	In statistics, data combined from several measurements.
Benchmark	A standard by which something can be measured or judged. To measure according to specified standards in order to compare it with and improve one's own product.
Best Practice	Practices that are based on current research include the latest knowledge and technology and have proven successful across diverse student populations.
Bias	One's value judgments based on age, race, gender, appearance, perceived economic status, or accent. Bias may influence how one collects evidence and makes decisions based on that evidence.
Classroom Observations	Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.
Classroom-Level Data	Data that are limited to student academic performance within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, other assessments, and Student Learning Objectives (SLOs). Classroom-level data is not intended to include individual teacher made quizzes or tests for a specific classroom.
Component	A category of measures within the evaluation system. In Arizona's Framework for Measuring Educator Effectiveness, the principal evaluation system consists of the following three components: Student Academic Progress Data, Survey Data, and Instructional Leadership.
Content Standard	What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subject. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking, working, communicating, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.
Content Validity	Assessments are aligned with written and enacted curriculum.
Criterion-Referenced Test	An assessment intended to measure how well a person has learned a specific body of knowledge and/or skills.
Data	Factual information, especially information organized for analysis or used to reason or make decisions.
Data Analysis	Examination of findings to determine and describe possible causes or reasons for the outcomes presented in the findings.
Data Baseline	Student performance data collected at or near the beginning of a cycle, before strategies and interventions and action plans have been implemented.
Data Findings	A presentation of the data without judgmental comments.
Data Implications	The logical inferences that are suggested as a result of the analysis of findings. Implications lead to the creation of task lists: actions that must be taken as a result of the implications.
Data Systems	A way to collect, store, analyze, and report on data.
Data-Based Decision Making	Analyzing existing sources of information, (class and school attendance, grades, test scores, portfolios, surveys, and interviews to make decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.
Data-Driven Culture	When the atmosphere and culture within a building or district is driven and supported by data.

Term	Definition
Demographic Indicators	Describes the students who are included in the outcome data. This type of data gives us information, such as minority student achievement, Limited English Proficiency student achievement, attendance rates, mobility rates, and socioeconomic status of students. This is the type of data that tells you whether you have equity within the outcome measures. The statistical characteristics of human populations (e.g., age, race/ethnicity, experience, socioeconomic status). These statistics help describe the students who receive the outcome/performance scores.
Disaggregated Data	"Disaggregate" means to separate a whole into its parts. The process of breaking down data into smaller subsets in order to more closely analyze performance, disaggregation is an analysis tool that lets one determine whether there is equity on outcome measures, whether different groups of students are performing similarly on the outcomes.
Dispositions	Attitudes, aptitudes.
Evaluation	One comprehensive, summative evaluation that occurs annually and results in a summative principal performance classification and the development of a professional growth or professional improvement plan that aligns with LEA goals and comprehensive evaluation outcomes. The outcome of the annual evaluation of the principal will be a performance classification. The classification levels adopted in Arizona State Statutes and adhered to the model instrument are: Highly Effective, Effective, Developing, and Ineffective.
Formal Assessment	This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme, by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme.
Formative Assessment	Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.
Framework	A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.
Gap Analysis	An analysis of the gap between where you are and where you want to be - a deficiency assessment.
Group A Teachers	Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.
Group B Teachers	Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.
Growth Goal	A standards-based measure relevant to the current school year that is specific and measurable, based on baseline data and written to measure growth between two points in time. The goal defines the priority area(s) for school improvement initiatives.
Growth Score	Growth scores provide an equal interval scale from which one can quantify improvements in taught skills between two points in time.
Indicator	Descriptive statements that define benchmarks.
Informal Assessment	This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme. Notes or checklists to record their observations from student-teacher conferences or informal classroom interactions can also be informal assessments.
Instructional Leadership	School leaders create and sustain a context for learning that puts students' learning first.
Local Education Agency (LEA)	A public board of education or other public authority within a State, which maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.
Locally Developed Assessments	Those assessments developed or administered at the local building level that can also measure the progress students are making toward the school improvement goals. In many instances, these assessments have not been analyzed for validity and/or reliability.
Longitudinal Data	Data/information about school, and students that is collected over multiple years for comparison purposes.
Maintenance Goal	A goal that current data does not indicate is an area of need, but one that requires continued resource support to ensure that current levels of achievement are maintained and/or improved.
Mission	A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the school/district with regard to what is to be developed within its

Term	Definition
	students. The mission statement provides direction for the staff and the parameters for decision-making.
Model	One serving as an example to be imitated or compared.
Multiple Measures of Data	Data that comes from multiple sources, such as: demographic, perception (surveys), student learning, and school system processes.
Multiple Measures of Student Learning	The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/posttests, 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	An assessment designed to compare an individual's performance to the performances of a group, called the "norm group."
Objective	Linked to goals, they identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable.
Observation	Observations, whether formal or informal, are considered to be formative information; the results of which may be shared to facilitate professional growth and/or be "collected" as pieces of evidence to be considered during the summative evaluation process.
Other Assessments	The development and/or adaptation of other measures of student growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.
Outcome Indicators	Outcome data tells us what the students learned; and what they achieved. Outcome data paints the performance picture. These are the kinds of data that tell us what percentage of students passed the state writing test, and the percentage of students receiving E/F's in their classes, etc. These data pieces tell you how student achievement is going. This is the type of data that indicates whether or not there is quality in your classroom, school, or district. Data that reports the outcomes or performance of the achievement results of students.
Parent Surveys	Questionnaires that ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.
Pedagogy	Generally refers to strategies of instruction, or a style of instruction.
Peer Review	The assessment of one teacher's performance by other teachers in the same field in order to maintain or enhance the quality of the work or performance in that field of teaching. Typically, the reviewers are not selected from among close colleagues or friends. This type of assessment helps maintain and enhance quality by detecting weaknesses and errors in specific works and performance.
Perception Data	Information collected that will indicate how stakeholders feel about something – data is usually gathered through survey/interview format.
Pre- and Post-Tests	Typically, locally developed student achievement tests that measure the content of the curriculum of a particular course. They are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of student growth. Many pre- and post-test models also include mid-year assessments and formative assessments for teachers to adjust instruction throughout the course or year.
Professional Development/Learning	A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.
Professional Growth Plan	A reflective, collaborative plan developed between principals and evaluators to provide opportunities for the professional growth of the principal utilizing meaningful professional development and formative and summative assessment as tools, with the ultimate goal of improved student achievement.

Term	Definition
Professional Improvement Plan	A prescriptive plan designed to assist principals whose performance is unsatisfactory or below the minimum standard.
Professional Learning Community	Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.
Rater Calibration (also called Recalibration)	An assessment of a rater's accuracy in scoring (adherence to the scoring standards) prior to beginning scoring. It usually consists of a set of pre-scored performances which the rater must score with sufficient accuracy to demonstrate eligibility for live scoring. Calibration tests generally contain performances that are exemplars at a particular score level and should, when possible cover the entire range of possible scores.
Rater Certification	An assessment of a rater's accuracy in scoring after initial training. It usually consists of a set of pre-scored performances that the rater must score with sufficient accuracy to demonstrate eligibility for live scoring. Certification tests generally contain performances that are exemplars at a particular score level and should when possible cover the entire range of possible scores.
Reliability	The ability of an instrument to measure teacher performance consistently across different rates and different contexts.
Results Driven Instruction	Instruction informed by student achievement data and focused on results.
Rubric	An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality using a set of criteria with associated levels of performance.
S.M.A.R.T. Goals	Specific: Who? What? Where? Measurable: How will the goals be measured? Attainable: Is the goal realistic, yet challenging? Results-oriented: Is the goal consistent with other goals established and fits with immediate and long rang plans? **T**ime-bound: Is it trackable and does it allow for monitoring of progress?
School Culture & Climate	School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways.
School Improvement Plan	A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal; the strategies and interventions for each goal, and the action plan with specific actions; and timelines for the implementation of the school improvement process, with an annual update based on data.
School Profile	A school profile is a summary of information that describes the students within a specific school. The profile enables the school to identify student strengths and needs. It is the source from which student performance goals emerge, and provides baseline information related to student performance that can later be used in determining the success of the school's improvement plan.
School-Level Data	Data 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.
Standards Assessment Inventory	A teacher survey designed to measure the degree to which the school offers educators the support they need for professional learning that leads to improved educator practice and higher levels of student success.
Status Score	The score a student receives at particular period of time.
Student Growth	The change in student achievement for an individual student between two or more points in time.
Student Portfolios	A personal collection of information describing and documenting a student's achievements, learning, and goals.
Student Survey	Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

Term	Definition
Summative Assessment	Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course or program.
Teacher Survey	Questionnaires that typically ask teachers to rate principals on an extent-scale regarding various aspects of principal's/school's performance on a variety of measures.
Team	Any group of teachers that teach the same subject, students or grade levels.
Triangulation	Comparison of multiple data sources to determine strengths and weaknesses of a school's performance. Triangulation assures that school improvement decisions will not be made from a single assessment or data source.
Validity	The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement.
Vision	A statement that describes what the school hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

PRINCIPAL EVALUATION PROCESS

An Arizona Model for
Measuring Educator Effectiveness

Appendix E - Evaluation Process Tools

Arizona
Department of Education

Principal Goal Setting Worksheet

Principal:
School:
Date:

After reviewing the student academic progress data, survey data, and other information, principal and evaluator will set SMART goals to support the principal's instructional effectiveness for the current school year. Each principal will set at least one (1) achievement goal and one (1) growth goal. The number of goals set will be determined by the principal and superintendent.

GOALS:	**A = Achievement G = Growth**

Principal Goal Attainment Rubric			
4	**3**	**2**	**1**
_____ **or greater**	**BETWEEN** _____ **and** _____	**BETWEEN** _____ **and** _____	_____ **or less**

Evaluator: _____ Date: _____

Principal Mid-year Conference

Principal:
School:
Date:

(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)

1. Shared Vision	Satisfactory	Not Satisfactory
2. Culture of Learning/Instruction	Satisfactory	Not Satisfactory
3. Management	Satisfactory	Not Satisfactory
4. Collaboration	Satisfactory	Not Satisfactory
5. Professionalism	Satisfactory	Not Satisfactory
6. The Education System	Satisfactory	Not Satisfactory

Discussion of Leadership Practices:
Areas of Strength:
Continuing Activities:
Areas for Improvement (if needed):

Data Review
Student Progress:
Survey Information:

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

Principal Self-Reflection Document

Principal:

School:

Date:

Principal _____School _____Date _____

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

School-Level Student Academic Progress Comments

Survey Data Comments

Principal Performance Based Annual Summative Evaluation Form

Principal: _____ **School:** _____ **Date:**_____

LEADERSHIP STANDARDS S=Satisfactory NP=No Progress	S/NP	GENERAL COMMENTS ON LEADERSHIP	Possible Points	Points
1. Shared Vision			15	
2. Learning/Instruction			15	
3. Management			10	
4. Collaboration			10	
5. Professionalism			5	
6. Education System			5	
			Sub Total	/60

Student Academic Progress	Possible Points	Results	Points
		Sub Total	/40

Surveys	Possible Points	Results	Points
Parent Survey	**7**		
Student Survey	**5**		
Teacher Survey	**7**		
Principal Self-Reflection	**1**		
		Sub Total	/20

Page 1

Principal Performance Based Annual Summative Evaluation Form

Principal _____School _____Date _____

Areas of Recognition of Effort/Commendation:
Professional Development or Self Improvement:
Deficiencies to correct:

Principal Performance Classification: Component Summary

Leadership Standards	/60 points
Student Academic Progress	/40 points
School Level and Survey Data	/20 points
Total points earned:	

Performance Classification Key:

Highly Effective:	108-120
Effective:	85-107
Developing:	60-84
Ineffective:	<60

Performance Classification for this principal:

_____ _____ _____

Principal Signature Date Evaluator Signature

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

Weighting Survey Data			
Percentage for Survey Data	Point value	Survey Data used for this portion of the Teacher Evaluation	Point Determination for Survey Data
17%	5	Student Survey Recommendation: Set cut scores for the range of 1-5 points and average the total score across administrations.	5 points: ≥79% of student survey mean scores were a 3 or above 3 points: 55%-78% 2 points: 31%-54% 0 points: <31%
	7	Parent Survey	7 points: ≥78% of parent survey mean score were a 3 (on the four Likert scale) or 5 (on the six Likert scale) above 3 points: 41%-77% 0 points: <41%
	1	Self-Review = 1 point	
	7	Teacher Survey	7 points: 53% of teacher survey mean scores were a 4 or above 6 points:44%-52% 5 points: 35%-43% 4 points: 26%-34% 3 points: 17%-25% 2 points: 8%-16% 0 points: <8%
	20	**Total**	