



Amphitheater Public Schools Principal Evaluation System

Principal Name

School

MISSION STATEMENT

To empower all students to become contributing members of society equipped with the skills, knowledge and values necessary to meet the challenges of a changing world.

WE BELIEVE

- All students can learn and achieve
- Everyone has unique strengths, talents and needs.
- All students and staff should be responsible for and dedicated to educational excellence.
- Education requires cooperation, honesty, and respect among the students, parents, staff, school, and community.
- The school community deserves a safe and caring environment.
- Our actions reflect our values and our dedication to meeting student needs fairly and equitably.
- Ample resources are essential to accomplish the Mission.

2012-2015 Superintendent Goals

1. To continuously improve curriculum, instruction and student achievement in the District.
2. To effectively control financial costs within limited financial resources while maintaining quality education for our students.
3. To achieve the highest level of employee quality, cooperation, trust, and empowerment.
4. To achieve the highest level of partnership with our community, in Tucson and beyond.

The objective of all principals is to concentrate efforts to facilitate the realization of the Mission and Beliefs of the District. I intend to

- model a focus on students, instructional leadership, and student learning
- allow staff, teachers and community members to focus on problem solving
- create and reinforce a climate where employees “are proud of working and enjoy working” in Amphi
- strive to hold staff accountable for addressing student learning needs and ensuring district resources are appropriately expended and directed to support increased student achievement for ALL students.

Year One Implementation Specifics

The Amphitheater Principal Evaluation Instrument is in compliance with § ARS 15-203 whereby evaluations must include quantitative data on student academic progress for students enrolled in the school. For Year One Implementation (2012-2013) the following student academic progress data (as appropriate for elementary, middle school, high school and K-8 schools) will be utilized to account for 33% of the evaluation:

1. Arizona Instrument to Measure Standards (AIMS): Results from 2011/2012 (as available)
2. Advanced Placement Course Enrollment and AP Test Results: Results from 2011/2012
3. NWEA MAP Testing: Results in Reading and Math for grades 2-8 2011-2012
4. DIBELS Testing: Results for Grades K and 1 2011-2012
5. AZ Learns Label for the school: Result from 2011/2012
6. District AZ Learns Label: “B” from 2011/2012

The following indicators of school quality and student progress will be utilized to account for 17% of the evaluation:

1. Increasing student attendance rate (Or, maintaining the rate if the rate is 95% or higher). The 2010-2011 attendance rate will be compared to the 2011-2012 attendance rate as published in the District Data Book distributed in July to school administrators.

2. Rate of return on both the teacher and parent survey and the percentage of respondents who mark one of the top two choices (e.g., Agree, Strongly Agree) on a positively worded survey item.
3. Documented Community Outreach activities to include the following:
 - a. Volunteerism
 - b. Partnerships
 - c. Site Council
 - d. Parent Teacher Organization
4. Promoting and Marketing the School to include:
 - a. Written Marketing Plan
 - b. Evident school "brand"
 - c. Updated and accurate school web site

**USING
EVALUATION
FORM**

- Self assessment is completed independently
- Principal receives completed self assessment from assistant principal
- Information is compiled and a composite score is listed on each item
- A completed copy of the assessment is provided to the principal and assistant principal
- A meeting is convened with the principal and assistant principal to discuss the assessment
- The assistant principal receives original, principal receives a copy, and a copy is placed in assistant principal's personnel file

Please check your evaluator role:

_____ Self
_____ Principal

"I am evaluating myself."

"I am evaluating the assistant principal."

LEADERSHIP (Example: ISLLC Standards 1, 2, 5 and 6)							
	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
L 1. Communicates and ensures a clear and focused school mission to all stakeholders which aligns with the district vision, mission and goals <i>(ISLLC Standard 1, function A)</i>							
L2. Effectively evaluates the instructional programs and practices making modifications or adjustments as necessary <i>(ISLLC Standard 2, function I)</i>							
L3. Designs and implements short and long range planning for school improvement and optimal student learning <i>(ISLLC Standards 2, function B; 1, functions C and D)</i>							
L4. Effectively implements school improvement plans through continuous quarterly monitoring, collecting and analyzing data, making adjustments, and documenting progress toward established goals <i>(ISLLC Standard 1, function C and E; Standard 2, functions E and I)</i>							
L5. Applies effective change theories when implementing new programs/innovations initiatives <i>(ISLLC Standard 6, function C)</i>							
L6. Participates in professional learning to become a more effective leader <i>(ISLLC Standard 1, function D)</i>							
L7. Models principles of integrity, fairness, and ethical behavior and safeguards the values of democracy, equity and diversity <i>(ISLLC Standard 5, functions B and C)</i>							
L8. Considers and evaluates the potential moral and legal consequences when making decisions <i>(ISLLC Standard 5, functions C and D)</i>							
LEADERSHIP: OVERALL RATING	0	0	0	0	0	0	0

STUDENT ACHIEVEMENT							
	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
SA1. Utilizes relevant data to develop short and long range plans which optimize student growth <i>(ISLLC Standard 4, function A; ISLLC Standard 1, functions B, C, D, E)</i>							
SA2. Ensures all students have equitable access to rigorous and relevant curriculum based on Arizona Common Core Standards and 21 st Century Skills <i>(ISLLC Standard 2, function; Standard 3, function E; Standard 5, functions A and E; ISLLC Standard 2, function H)</i>							
SA3. Focuses on the deep understanding of content knowledge and effective instructional strategies of teachers <i>(ISLLC Standard 2, function D)</i>							
SA4. Designs and implements an effective intervention structure accessible to all students <i>(ISLLC Standard 5, function E; Standard 1 ISLLC 2, function C)</i>							
SA5. Promotes a culture of innovation that continually improves teaching and learning <i>(ISLLC Standard 6, function C)</i>							
SA6. Ensures the use of a variety of effective formative and summative assessments to monitor growth and adjust practice to ensure student progress <i>(ISLLC Standard 2, function E)</i>							
SA7. Effectively implements the teacher evaluation process to continually improve instructional practices <i>(ISLLC Standard 2, functions C and D)</i>							
SA8. Ensures all continuously enrolled students demonstrate academic progress as measured by valid and reliable quantitative assessment data.	Fill in <u>school</u> overall weighted average (OWA) here:					<div></div> <div>0</div>	33% Weight
STUDENT ACHIEVEMENT: OVERALL RATING	0	0	0	0	0	0	0

RELATIONSHIPS							
	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
R1. Builds effective professional relationships at the school, district and community levels <i>(ISLLC Standard 4,</i>							
R2. Facilitates positive home and school relations <i>(ISLLC Standard 4, functions B, C and D; ISLLC Standard 6, function A)</i>							
R3. Promotes ways for students and families to become involved in the school <i>(ISLLC Standard 4, functions B, C and D; ISLLC Standard 2, function C)</i>							
R4. Builds and sustains productive partnerships with community stakeholders to support student success <i>(ISLLC Standard 4, functions B, C and D; ISLLC Standard 5, function B)</i>							
R5. Conducts employee relations skillfully <i>(ISLLC Standard 3, function B, C and D; ISLLC Standard 2, function A)</i>							
RELATIONSHIPS:							
OVERALL RATING	0	0	0	0	0	0	0
PROFESSIONAL GROWTH							
P1. Analyzes school data to focus professional development programs and improve student learning <i>(ISLLC Standard 4, function A; ISLLC Standard 1, functions B, C, D, E)</i>							
P2. Ensures that professional learning is on-going, sustained, and embedded in the school culture <i>(ISLLC Standard 1, function B and D)</i>							
P3. Creates an organizational structure that supports collaborative learning <i>(ISLLC Standard 1, functions B and D; ISLLC Standard 2, function A)</i>							

	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
P4. Creates structures and opportunities for teachers to serve as instructional leaders at the school level and beyond <i>(ISLLC Standard 2, function F; ISLLC Standard 3, function D)</i>							
P5. Knowledgeable and current in curriculum, instruction and assessment trends and developments <i>(ISLLC Standard 6, function C)</i>							
PROFESSIONAL GROWTH:							
OVERALL RATING	0	0	0	0	0	0	0

MANAGEMENT

	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
M1. Implements procedures to ensure a safe and orderly educational environment for all stakeholders <i>(ISLLC Standard 3, function C)</i>							
M2. Allocates resources (e.g., human, financial and material), delegates tasks, and makes adjustments as necessary to ensure the vision and mission of the school and district are met <i>(ISLLC Standard 3, function B)</i>							
M3. Effectively hires, recruits and retains quality staff <i>(ISLLC Standard 3, function B)</i>							
M4. Demonstrates fiscal and financial responsibility <i>(ISLLC Standard 3, function B)</i>							
M5. Ensures facility maintenance, safety and cleanliness <i>(ISLLC Standard 3, functions A and C)</i>							
M6. Meets planning and reporting deadlines.							

M7. System/school level data		
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demonstrates a successful, effective, and well-rounded school environment

•Student Attendance Rate:	→	→	<input type="text"/>
•Parent and Staff Surveys:	→	→	<input type="text"/>
Rate of Return		% Top 2	
Parent			
Teachers			
•Community Outreach:	→	→	<input type="text"/>
Volunteerism			
Partnerships			
Site Council			
PTO			
•Promoting & Marketing the School:	→	→	<input type="text"/>
Marketing Plan			
"Brand"			
Web Site			

17%
Weight

MANAGEMENT:
OVERALL RATING

0 0 0 0 0 0 0

GRAND TOTAL 0

LEADERSHIP:	0
STUDENT ACHIEVEMENT:	0
RELATIONSHIPS:	0
PROFESSIONAL GROWTH:	0
MANAGEMENT:	0
GRAND TOTAL	0

Rating Scale Explanation:

The scale is divided into three sections:

1-2 Performance is Below Expectations

3-4 Performance Meets Expectations

5-6 Performance Exceeds Expectations

Descriptors of each number within each section:

1: Unsatisfactory, improvement required immediately

2: Improvement required before the next evaluation cycle

3: Meets requirements

4: Meets requirements and shows beginning evidence of high performance

5: Consistent high performance

6: Model quality performance

Rating Values:

1 = 0 Points

2 = 0 Points

3 = .80 Points

4 = 1.59 Points

5 = 2.39 Points

6 = 3.19 Points

The point system was developed to meet legal requirements regarding weighting of student progress data.

Principal Signature _____ Date _____

Associate Superintendent's Signature _____ Date _____