



## ***Amphitheater Public Schools***

### ***Assistant Principal Evaluation System***

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*Assistant Principal*

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*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 assistant 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 emphasize a positive environment conducive to instruction and student learning
- 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
- assist to ensure district resources are appropriately expended and directed to support increased student achievement for ALL students.

#### **Year One Implementation Specifics**

The Amphitheater Assistant 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
- The assistant principal provides a completed self assessment to the principal
- Information is compiled and a composite score is listed on each item
- A meeting is convened with the principal and assistant principal to discuss the assessment
- The assistant principal receives original copy of the final evaluation, principal retains a copy, and a copy is placed in assistant principal's personnel file

**Please check your evaluator role:**

\_\_\_\_\_ Self (Assistant Principal)  
\_\_\_\_\_ Principal

"I am evaluating myself."  
"I am evaluating the assistant principal."

LEADERSHIP							
	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
L1. Communicates and supports a clear and focused school mission to all stakeholders which aligns with the district vision, mission and goals							
L2. Effectively assists the principal in the evaluation of instructional programs and practices making modifications or adjustments as necessary							
L3. Effectively supports the implementation of school improvement plans through continuous quarterly monitoring, collecting and analyzing data, making adjustments, and documenting progress toward established goals							
L4. Participates in professional learning to become a more effective leader							
L5. Models principles of integrity, fairness, and ethical behavior							
L6. Effectively leads/manages specific employee groups, (e.g.) custodians, grounds, monitors TA's, behavior intervention monitors, departments, leadership teams, intervention teams, etc.)							
<b>LEADERSHIP: OVERALL RATING</b>	0	0	0	0	0	0	0
STUDENT ACHIEVEMENT							
SA1. Utilizes relevant data to assist in the implementation of short and long range plans which optimize student growth							
SA2. Focuses on the deep understanding of content knowledge and effective instructional strategies used by teachers when evaluating them on the ATPES							

STUDENT ACHIEVEMENT (CONTINUED)							
	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
SA3. Implements and/or designs an effective intervention structure accessible to all students							
SA4. Promotes a culture of innovation that continually improves teaching and learning							
SA5. Ensures the use of a variety of effective formative and summative assessments to monitor growth and adjust practice to ensure student progress							
SA6. Effectively implements the teacher evaluation process to continually improve instructional practices							
SA7. 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: <input type="text"/>  <div> <div></div> <div>0</div> </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							
R2. Facilitates positive home and school relations							
R3. Promotes ways for students and families to become involved in the school							
R4. Builds and sustains productive partnerships with community stakeholders to support student success							

RELATIONSHIPS (CONTINUED)							
	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
R5. Conducts employee relations skillfully							
R6. Establishes and builds a positive relationship with the principal and other site and district administrators							
<b>RELATIONSHIPS: OVERALL RATING</b>	0	0	0	0	0	0	0

## PROFESSIONAL GROWTH

	1	2	3	4	5	6	
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points
P1. Analyzes school data to focus professional development programs and improve student learning							
P2. Supports and implements professional learning that is on-going, sustained, and embedded in the school culture							
P3. Supports an organizational structure that promotes collaborative learning							
P4. Knowledgeable and current in curriculum, instruction and assessment trends and developments							
<b>PROFESSIONAL GROWTH: OVERALL RATING</b>	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 effective procedures to ensure a safe and orderly educational environment for all stakeholders							
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							

MANAGEMENT (continued)	1	2	3	4	5	6																										
	Performance is Below Expectations		Performance Meets Expectations		Performance Exceeds Expectations		Total Points																									
M3. Effectively assists in hiring, recruiting and retaining quality staff																																
M4. Ensures facility maintenance, safety and cleanliness																																
M5. Meets planning and reporting deadlines.																																
M6. Understands and effectively implements the Amphitheater Code of Conduct																																
M7. Effectively works with outside agencies to ensure student safety and welfare (e.g., Child Protective Services, Law Enforcement, Probation, County Attorney's Office, etc.)																																
M8. Designs, implements and effectively manages school events (e.g., testing, parent conferences, community events, assemblies, orientations, etc.)																																
M9. (High School Athletic Director only) Effectively fulfills the duties of the site interscholastic athletic director (e.g., supports all programs, provides for the safety of participants, supervises and evaluates coaches, etc.)																																
M10. System/school level data demonstrates a successful, effective, and well-rounded school environment	<div>•Student Attendance Rate: → <input type="text"/></div> <table><tr><td></td><td>Year 1</td><td>Year 2</td></tr><tr><td></td><td></td><td></td></tr></table> <div>•Parent and Staff Surveys: → <input type="text"/></div> <table><tr><td></td><td>Rate of Return</td><td>% of Top 2</td></tr><tr><td>Parent</td><td></td><td></td></tr><tr><td>Teachers</td><td></td><td></td></tr></table> <div>•Community Outreach: → <input type="text"/></div> <table><tr><td>Event Supervision</td><td></td></tr><tr><td>Partnerships</td><td></td></tr><tr><td>Site Council</td><td></td></tr><tr><td>PTO</td><td></td></tr></table> <div>•Promoting and Marketing the School: → <input type="text"/></div> <table><tr><td>Marketing Plan</td><td></td></tr></table>							Year 1	Year 2					Rate of Return	% of Top 2	Parent			Teachers			Event Supervision		Partnerships		Site Council		PTO		Marketing Plan		
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	<div>"Brand"</div> <div>Web Site</div> <div></div> <div></div>						17% Weight
MANAGEMENT: OVERALL RATING							0

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

N/A Not applicable

#### Rating Values:

1 = 0 Points  
 2 = 0 Points  
 3 = .80 Points  
 4 = 1.59 Points  
 5 = 2.39 Points  
 6 = 3.19 Points

#### 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

*The Point System was developed to meet legal requirements regarding weighting of student progress data.*

#### Principal Narrative Comments:

#### Assistant Principal Comments:

Assistant Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_