This publication summarizes many laws, policies, regulations, and practices that are important to the Phoenix Union Schools. It is not intended to be a complete directory of all the laws and policies relating to staff. Federal and state laws, PUHSD policies, regulations, and practices at the system-wide and school building levels are subject to change.

The Phoenix Union Schools reserves the right to interpret, amend, or revoke any portion of this handbook at any time, with or without notice. The Phoenix Union Schools does not discriminate on the basis of race, color, national origin, disability, sex, sexual orientation, or age in admission.
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<td>• Roles &amp; Responsibilities</td>
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<td>• Major Tasks by Month</td>
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Mission and Goals

Mission
Preparing every student for success in college, career and life.

Goals

- Increase student achievement
- Use human and fiscal resources effectively and responsibly

Strategic Plan Focus Areas

A: Achieving Readiness in College, Career & Life
Develop systems, structures and supports that foster student learning and leadership

B: Building a Strong School Community
Strengthen the knowledge, skills, and relationships within school communities to support student achievement

C: Creating a Culture of Excellence
Create inspiring and inviting campus environments that foster academic and personal excellence

PHOENIX UNION High School District
Preparing Every Student for Success in College, Career and Life
Phoenix Union Partner Elementary Districts

Alhambra Elementary School District (602) 336-2920
Schools feed to: Alhambra and Central

Laveen Elementary School District (602) 237-9100
Schools feed to: Betty Fairfax and Cesar Chavez

Phoenix Elementary School District (602) 257-3755
Schools feed to: Central and North

Balsz School District (602) 629-6400
Schools feed to: Camelback

Madison Elementary School District (602) 664-7900
Schools feed to: Camelback, Central and North

Riverside Elementary School District (602) 477-8900
Schools feed to: Betty Fairfax

Cartwright School District (602) 691-4000
Schools feed to: Trevor Browne and Maryvale

Murphy School District (602) 353-5000
Schools feed to: Carl Hayden

Roosevelt School District (602) 243-4800
Schools feed to: South Mountain and Cesar Chavez

Creighton School District (602) 381-6000
Schools feed to: Camelback, Central and North

Osborn School District (602) 707-2000
Schools feed to: Central and North

Wilson School District (602) 681-2200
Schools feed to: Camelback and North

Isaac School District (602) 455-6700
Schools feed to: Carl Hayden
# PRINCIPALS’ MEETINGS 2016-2017

## 1ST SEMESTER (2016)

<table>
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<tr>
<th>DAY</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>August 18, 2016</td>
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<tr>
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<td>CEE-1, Governing Board Rm.</td>
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<tr>
<td>Thursday</td>
<td>September 8, 2016</td>
<td>8:00am - 4:00pm</td>
<td>Principals’ Meeting</td>
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<tr>
<td></td>
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<tr>
<td>Thursday</td>
<td>October 20, 2016</td>
<td>8:00am - 4:00pm</td>
<td>Principals’ Meeting</td>
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<td>CEE-1, Governing Board Rm.</td>
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<tr>
<td>Thursday</td>
<td>November 10, 2016</td>
<td>8:00am - 4:00pm</td>
<td>Principals’ Meeting</td>
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<td>ASU Downtown Campus</td>
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<tr>
<td>Thursday</td>
<td>December 8, 2016</td>
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## 2ND SEMESTER (2017)

<table>
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<tr>
<td>Thursday</td>
<td>January 12, 2017</td>
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<tr>
<td>Thursday</td>
<td>February 9, 2017</td>
<td>8:00am - 4:00pm</td>
<td>Principals’ Meeting</td>
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<tr>
<td>Thursday</td>
<td>March 9, 2017</td>
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<td>CEE-1, Governing Board Rm.</td>
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<tr>
<td>Thursday</td>
<td>April 13, 2017</td>
<td>8:00am - 4:00pm</td>
<td>Principals’ Meeting</td>
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<td></td>
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<tr>
<td>Thursday</td>
<td>May 11, 2017</td>
<td>8:00am - 4:00pm</td>
<td>Principals’ Meeting</td>
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<td></td>
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<td>CEE-1, Governing Board Rm.</td>
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<tr>
<td>Tuesday</td>
<td>June 6, 2017</td>
<td>8:00am - 4:30pm</td>
<td>Principals’ Summit 2017 (Day 1 of 2)</td>
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<td>TBD</td>
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<tr>
<td>Wednesday</td>
<td>June 7, 2017</td>
<td>8:00am - 4:30pm</td>
<td>Principals’ Summit 2017 (Day 2 of 2)</td>
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Governing Board Members

Lela Alston
President

Laura Pastor
Gov. Board Clerk

Linda Abril
Gov. Board Member

Ian Danley
Gov. Board Member

Stephanie Parra
Gov. Board Member

Stanford Prescott
Gov. Board Member

Randy Schiller
Gov. Board Member

PUHSD Governing Board Members

Ward 1: Randy Schiller
Ward 2: Stanford Prescott
Ward 3: Stephanie Parra
Ward 4: Laura Pastor
Ward 5: Linda Abril
At-Large Member: Ian Danley
At-Large Member: Lela Alston
Executive Team

Dr. Chad E. Gestson
Superintendent

Dr. Althe Allen
Chief Academic Officer

Michelle Gayles
Chief Strategy Officer

Sherry Celaya
Chief Financial Officer

Claudio Coria
Executive Director, Leadership

Juve Lopez
Executive Director, Logistics

Laura Telles
Executive Director, Talent

Dr. Quintin Boyce
Executive Director, Teaching & Learning

Thea Andrade
Executive Director, Technology & Innovation

Mary Kober
Executive Director, Finance

Craig Pletenik
Communications Director

Carol Nau
Executive Assistant to the Governing Board
## SUPERINTENDENT'S CABINET

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Division</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gestson, Chad, Dr.</td>
<td>Superintendent</td>
<td></td>
<td>(602) 764-1551</td>
</tr>
<tr>
<td>Allen, Althe, Dr.</td>
<td>Chief Academic Officer</td>
<td>Teaching &amp; Learning, Technology &amp; Innovation &amp; Leadership</td>
<td>(602) 764-1339</td>
</tr>
<tr>
<td>Gayles, Michelle</td>
<td>Chief Strategy Officer</td>
<td>Logistics, Talent</td>
<td>(602) 764-1507</td>
</tr>
<tr>
<td>Celaya, Sherry</td>
<td>Chief Financial Officer</td>
<td>Finance</td>
<td>(602) 764-1410</td>
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</table>

## SUPERINTENDENT'S OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Gestson, Chad, Dr.</td>
<td>Superintendent</td>
<td></td>
<td>(602) 764-1551</td>
</tr>
<tr>
<td>Motola, Joseph</td>
<td>Internal Auditing Administrator</td>
<td>Auditing</td>
<td>(602) 764-1491</td>
</tr>
<tr>
<td>Pletenik, Craig</td>
<td>Communications Director</td>
<td>Communications</td>
<td>(602) 764-1530</td>
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## FINANCE DIVISION

<table>
<thead>
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<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Kober, Mary</td>
<td>Executive Director, Finance</td>
<td>Finance</td>
<td>(602) 764-1410</td>
</tr>
<tr>
<td>Butler, Gloria</td>
<td>Payroll &amp; Accounting Director</td>
<td>Budget</td>
<td>(602) 764-1421</td>
</tr>
<tr>
<td>Chance, Sheila</td>
<td>ACA &amp; Time Clocks Administrator</td>
<td>Finance</td>
<td>(602) 764-1417</td>
</tr>
<tr>
<td>Clark, Jefferson</td>
<td>Warehouse/Materials Management Manager</td>
<td>Warehouse (Materials Mgmt.)</td>
<td>(602) 764-1668</td>
</tr>
<tr>
<td>Fisher, Kimberly</td>
<td>Bookstore Operations Manager</td>
<td>Bookstore</td>
<td>(602) 764-1492</td>
</tr>
<tr>
<td>Mc Cleery, Lila</td>
<td>Purchasing, Supply &amp; Property Director</td>
<td>Purchasing</td>
<td>(602) 764-1400</td>
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## LEADERSHIP DIVISION

<table>
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</thead>
<tbody>
<tr>
<td>Coria, Claudio</td>
<td>Executive Director, Leadership</td>
<td>Leadership</td>
<td>(602) 764-1525</td>
</tr>
<tr>
<td>Arenas, Jose</td>
<td>Leadership Coach</td>
<td>Leadership</td>
<td>(602) 764-1303</td>
</tr>
<tr>
<td>Diaz, Irene</td>
<td>Student Discipline, Safety &amp; Security Director</td>
<td>Student Discipline, Safety &amp; Security</td>
<td>(602) 764-1309</td>
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<tr>
<td>Dzanic, Elma</td>
<td>Coordinated Services Manager</td>
<td>Leadership</td>
<td>(602) 764-1319</td>
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<tr>
<td>Muñoz, Zachary, Dr.</td>
<td>Athletics Director</td>
<td>Student Opportunities</td>
<td>(602) 764-1334</td>
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<tr>
<td>Tercero, Cyndi</td>
<td>Support Services Manager</td>
<td>Support Services</td>
<td>(602) 764-1304</td>
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## LOGISTICS DIVISION

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<tbody>
<tr>
<td>Lopez, Juvenal</td>
<td>Executive Director, Logistics</td>
<td>Logistics</td>
<td>(602) 764-1426</td>
</tr>
<tr>
<td>Cohen, Nancy</td>
<td>Food Services Director</td>
<td>Food Services</td>
<td>(602) 764-7901</td>
</tr>
<tr>
<td>Henderson, Bryan</td>
<td>Transportation Director</td>
<td>Transportation</td>
<td>(602) 764-1612</td>
</tr>
<tr>
<td>Reynolds, Jared</td>
<td>Construction &amp; Facilities Director</td>
<td>Construction/Facilities</td>
<td>(602) 764-1615</td>
</tr>
<tr>
<td>Scarfo, Vince</td>
<td>Safety Manager</td>
<td>Safety</td>
<td>(602) 764-1621</td>
</tr>
<tr>
<td>Scarfo, Tony</td>
<td>Campus Facilities Manager</td>
<td>Building Maintenance</td>
<td>(602) 764-1620</td>
</tr>
<tr>
<td>Vasquez, Tommy</td>
<td>Trades/Maintenance Manager</td>
<td>Skilled Areas &amp; Maintenance</td>
<td>(602) 764-1657</td>
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## TEACHING AND LEARNING DIVISION

<table>
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<tbody>
<tr>
<td>Boyce, Quintin, Dr.</td>
<td>Executive Director, Teaching &amp; Learning</td>
<td>Teaching and Learning</td>
<td>(602) 764-1324</td>
</tr>
<tr>
<td>Collison, Wendy</td>
<td>Exceptional Student Services Director</td>
<td>Exceptional Student Services</td>
<td>(602) 764-1025</td>
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<tr>
<td>Corte, Brian</td>
<td>Curriculum Director</td>
<td>Curriculum</td>
<td>(602) 764-1344</td>
</tr>
<tr>
<td>Pletenik, Evie</td>
<td>Language Acquisition Director</td>
<td>ESL</td>
<td>(602) 764-1342</td>
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<tr>
<td>Reyes-Jackson, Melissa</td>
<td>Career &amp; Technical Education and Magnets Director</td>
<td>CTE &amp; Magnet</td>
<td>(602) 764-1318</td>
</tr>
<tr>
<td>Steinbugl, Amy</td>
<td>Exceptional Student Services Manager</td>
<td>Exceptional Student Services</td>
<td>(602) 764-1009</td>
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<tr>
<td>Tauscher, Lauren</td>
<td>Exceptional Student Services Manager</td>
<td>Exceptional Student Services</td>
<td>(602) 764-1124</td>
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<tr>
<td>TBH</td>
<td>State &amp; Federal Programs Director</td>
<td>Teaching and Learning</td>
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### TECHNOLOGY & INNOVATION DIVISION

<table>
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</thead>
<tbody>
<tr>
<td>Andrade, Thea</td>
<td>Executive Director, Technology &amp; Innovation</td>
<td>Technology &amp; Innovation</td>
<td>(602) 764-1222</td>
</tr>
<tr>
<td>Fitzpatrick, Cheri, Dr.</td>
<td>Assessment &amp; Learning Director</td>
<td>Information Technology</td>
<td>(602) 764-1236</td>
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<tr>
<td>Remfrey, Amy</td>
<td>Information Technology Director</td>
<td>Information Technology</td>
<td>(602) 764-1202</td>
</tr>
<tr>
<td>Scatolini, Lauren</td>
<td>Research Manager</td>
<td>Data &amp; Research</td>
<td>(602) 764-1249</td>
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<tr>
<td>Sholola, Shegun</td>
<td>Information Services Manager</td>
<td>Information Services</td>
<td>(602) 764-1210</td>
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### TALENT DIVISION

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<tbody>
<tr>
<td>Telles, Laura</td>
<td>Executive Director, Talent</td>
<td>Talent</td>
<td>(602) 764-1539</td>
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<tr>
<td>Chavez, Mary Lou</td>
<td>Talent Director</td>
<td>Talent</td>
<td>(602) 764-1504</td>
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<tr>
<td>Trujillo, Gabriel, Dr.</td>
<td>Talent Director</td>
<td>Talent</td>
<td>(602) 764-1548</td>
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<tr>
<td>Waggoner, Schavon, Dr.</td>
<td>Educator Effectiveness Director</td>
<td>Talent</td>
<td>(602) 764-1524</td>
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<tr>
<td>Turman, Alvina</td>
<td>Recruitment Administrator</td>
<td>Talent</td>
<td>(602) 764-1519</td>
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Updated 08/17/16 by the Leadership Division.
# School Administrators & Administrative Assistants 2016-2017

## ALHAMBRA HIGH SCHOOL

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ADMINISTRATIVE TEAM</th>
<th>ADMINISTRATIVE ASSISTANTS</th>
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<tbody>
<tr>
<td>Alhambra</td>
<td>PRINCIPAL</td>
<td>Karen Cardenas</td>
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<tr>
<td></td>
<td>APR</td>
<td>Sheri Kaplan</td>
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<tr>
<td></td>
<td>API</td>
<td>Keoni Dang</td>
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<td></td>
<td>APO</td>
<td>Dr. Wendy Truvillion</td>
</tr>
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<td></td>
<td>APS</td>
<td>Angela Tibbs</td>
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<td></td>
<td>LIFT</td>
<td>Dr. Alaina Adams</td>
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## BETTY H. FAIRFAX HIGH SCHOOL

<table>
<thead>
<tr>
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<th>ADMINISTRATIVE TEAM</th>
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<tbody>
<tr>
<td>Betty Fairfax PRINCIPAL</td>
<td>Phillip Wooley</td>
<td>Tina Miller</td>
</tr>
<tr>
<td>Betty Fairfax APR</td>
<td>Leticia Salomon</td>
<td>Stephanie Madrid</td>
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<tr>
<td>Betty Fairfax APO</td>
<td>Lwazi Megwa</td>
<td>Analilia Soto</td>
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<tr>
<td>Betty Fairfax APS</td>
<td>Kevin Belcher</td>
<td>Aimee Johanning</td>
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## BIOSCIENCE HIGH SCHOOL

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<tr>
<td>Bioscience PRINCIPAL</td>
<td>Dr. Holly Batsell</td>
<td>Evelyn Gonzales</td>
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<tr>
<td>Bioscience APR</td>
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<td>Rosa Blanco</td>
</tr>
<tr>
<td>Bioscience APO</td>
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<td>Heather Earle</td>
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## BOSTROM HIGH SCHOOL

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Bostrom PRINCIPAL</td>
<td>Alvin Watson</td>
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## CAMELBACK HIGH SCHOOL

<table>
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<td>Camelback PRINCIPAL</td>
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<td>Courtney Stewart</td>
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<td>Connie Balancio</td>
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<td>Camelback APS</td>
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## CARL HAYDEN COMMUNITY HIGH SCHOOL

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<td>Yasmin Meza</td>
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<td>Carl Hayden APS</td>
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## CENTRAL HIGH SCHOOL

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<td>Christine Messner</td>
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<td>Shawntay Hall</td>
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## CESAR CHAVEZ HIGH SCHOOL

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<td>Elizabeth Mesquita</td>
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<td>Marta Trejo</td>
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<td>Leonard Deorfler</td>
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### LINDA ABRIL EDUCATIONAL ACADEMY

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### PHOENIX CODING ACADEMY

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### TREVOR G. BROWNE HIGH SCHOOL

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Phoenix Union High School District
PROPOSED RESTRUCTURING/ORGANIZATIONAL CHART

GOVERNING BOARD

SUPERINTENDENT

Chief Academic Officer

Executive Asst. to the Governing Board
Executive Asst. to the Superintendent

Chief Strategy Officer

Communications
Auditing

Chief Financial Officer

Executive Director
Teaching & Learning
CTE & Magnets
ELL
ESS
Professional Development
Curriculum & Assessment

Executive Director
Tech & Innovation
IT
Data & Research
Testing & Accountability
Attendance & Enrollment
Student Records

Executive Director
Leadership
Leadership Coaches
Principals & Asst. Principals
Aspiring Principals & Asst. Principals
Athletics & Activities
Student Safety & Security
Support Services

Executive Director
Talent
Legal
Certified
Classified
Educator Effectiveness
Recruiting & Retention
Benefits
Guest Teachers

Executive Director
Logistics
Construction & Facilities
Legal
Payroll
Transportation
Construction & Facilities

Controller/Exec. Dir., Finance
Payroll
Purchasing
Construction & Facilities

Accts. Payable & Accts. Receivable
Skilled Areas & Maintenance
Employee Safety
Federal Programs

Assets
Bonds & Overrides
Federal Programs

Warehouse
(Materials Mgt.)

Governing Board Approved, 4/07/16
Phoenix Union High School District #210

ADMINISTRATOR EVALUATION PROCESS

PHOENIX UNION HIGH SCHOOL DISTRICT

“Preparing Every Student for Success in College, Career and Life”

August, 2013
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Acknowledgement

The Administrator Evaluation Document Committee would like to sincerely thank the Governing Board and Dr. Kent Scribner, Superintendent, for their vision and leadership.

We are grateful to all the contributors who reviewed and provided valuable input to the Administrator Evaluation Committee. We appreciate their time, effort and professionalism dedicated to this process.

- Jose Arenas
- Johnna Baca
- Rick Beck
- April Coleman
- Jason Corbett
- Rachel Enger
- Resha Gentry-Balance
- Jennifer Grbic
- Nora Gutierrez
- John Henry
- Chris Jones
- Pat Looper
- Juvenal Lopez
- Paul Lowes
- Dan Miller
- Dr. Zachary Muñoz
- Pam Ramsey
- Irma Rodriguez
- Nedra Sheppard
- Suzanne Tate
- Carl Wahl
- Alvin Watson, Jr.
- LaCresha Williams
- Marla Zimmerman
Introduction/Background

The Phoenix Union High School District utilizes the 2008 Interstate School Leaders Licensure Consortium (ISLLC) as a foundation to the administrative evaluation process. These ISLLC standards represent broad, high-priority, research-based themes and job functions that educational leaders must address to promote the success of all students in college, career and life.

The Educational Leadership Policy Standards were first developed in 1996 and recently revised into the current ISLLC standards. These recent revisions were due in large part to mounting demands on educational leaders who must manage school finances, oversee facilities needs, and handle personnel decisions, all while being an instructional leader, data analyst, community relations officer and change agent. With these increased demands of the twenty-first century, it is clear revisions were necessary from the 1996 standards. Currently, forty-three states now use the ISLLC standards in their entirety or as a template for developing educational leadership standards. This important data driven tool is utilized to shape, develop and help implement policies and practices that will give PUHSD students the leaders they need and deserve to succeed in the twenty-first century.

The ISLLC Standards call for:

1. Shared vision for learning;
2. Developing a school culture and instructional programs conducive to student learning and staff professional development;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner;
6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.

The administrative evaluation framework is based on thirty-three (33) percent school level data and sixty-seven (67) percent instructional leadership performance as measured by the District Administrator Evaluation Process. The evaluation system for the evaluation of the performance of administrators may also include the over-all instructional program, student progress, personnel, curriculum, and facilities. Administrators will be given a review of evaluation procedures prior to beginning the process.
PUHSD Administrative Evaluation Philosophy

Phoenix Union High School District believes quality leadership, equipped to grow professionally and adapt to change, is essential to school improvement, student learning and accomplishing the mission of the PUHSD. The evaluation philosophy is founded under the belief of fostering efficiency, effectiveness, and productivity in developing administrators’ leadership behaviors, knowledge and skills aimed at maximizing student achievement.

The Administrative Evaluation Process will:

- Reflect the professional needs of the administrator and the organization;
- Highlight the leadership role of administrators in creating a quality organization;
- Develop knowledge, skills and behaviors that maintain the integrity of the District’s Administrative Team;
- Emphasize the importance of mutual trust and shared responsibility;
- Promote collegial reflection and dialogue;
- Provide data and resources for decisions regarding selection, placement and training for continued employment;
- Ensure due process for administrators;
- Be implemented by knowledgeable and trained supervisors/evaluators;
- Support the District’s policies and regulations.

PUHSD Mission

Preparing Every Student for Success in College, Career and Life

PUHSD Goals

- To increase student achievement
- To use human and fiscal resources effectively and responsibly
PUHSD Administrative Evaluation Purpose

The purpose of the administrator evaluation instrument is to reflect upon the performance of the administrators as they strive for excellence as building leaders. Continually foster and support all administrators by providing continuous professional growth and development through a system of collaboration, inclusive of site, personal and District goals – via meaningful dialogue.

The evaluation process will ensure administrators create environments of academic excellence, as administrators prepare every student for success in college, career and life, through effective and responsible use of human and fiscal resources.
PUHSD Administrative Evaluation Flowchart

Administrator Annual Summative Evaluation

Annual Training and Orientation of Evaluation Instrument & Procedures by August 1

Pre-Evaluation with Supervisor
Establish PGP & Goals by October 1

1st Observation by December 1

Supervisor Approval of Professional Growth Plan/Goals by October 15

2nd Observation by April 1

Ineffective Evaluation Conference by February 1

Performance Improvement Plan/Assistance
February 1 – March 30
Refer to Remediation Process

Developing Evaluation Conference by February 1

Summative Conference by May 1

Effective Evaluation Conference by February 1

Summative Conference by May 1 – June 30

Highly Effective Evaluation Conference by February 1

Summative Conference by May 1 – June 30

Meets Effective Criteria by March 30

Recommendation for Termination/Non-Renewal by March 30

Summative Conference by Fall Semester of next school year
PUHSD Administrative Evaluation Guidelines

1. Annually every administrator will receive a minimum of one summative evaluation. The summative evaluation will focus on:
   - School/Unit
   - District Goals/Mission
   - Collaborative Professional Development Plan

2. The expectation is for every administrator to be fully accomplished or better on all standards/functions on all applicable criteria.

3. Administrators whose performance is “Ineffective”, will collaborate with their Evaluator in one or more of the following:
   - Participate in a remediation plan
   - Continue summative evaluation
   - Develop a Professional Development Plan to remedy the deficiency

4. Administrators whose performance is “Developing” in any standard shall integrate and review this standard in the subsequent Professional Development Plan.

5. All Administrators have the right to submit a response to any evaluation.

6. The number of observations and conferences identified in the evaluation process is considered minimum.

7. Each Standard has the following five rating categories:
   - Highly Effective
   - Effective
   - Developing
   - Ineffective
   - Not Applicable

**Overall performance will be deemed unsatisfactory if any three or more applicable functions indicate “Ineffective”:**

8. Administrators will annually complete a Professional Development Plan which will support the six ISLLC Standards and be inclusive of the District Mission, Vision, Goals and the administrator’s professional goals.

9. The District will provide an ongoing professional development program for administrators to be inclusive of the District Mission, Vision, Goals and the administrators’ professional goals for:
   - Vision
   - Instructional Leadership
   - Management of Learning
   - School/Community Collaboration
   - Ethics & Integrity
   - Greater Political and Social Context
PUHSD Administrative Evaluation
Responsibilities of Evaluator

1. By September 1, the Evaluator will meet with the Evaluatee for the purpose of reviewing the Administrative Evaluation Process/Procedures.

2. By October 15, the Evaluator will meet with the Evaluatee for the purpose of establishing a collaborative Professional Development Plan and Goals, inclusive of:
   - Vision
   - Instructional Leadership
   - Management of Learning
   - School/Community Collaboration
   - Ethics & Integrity
   - Greater Political and Social Context

3. Observe, visit and dialogue with Evaluatee as needed, with a minimum of one observation or conference per semester. The first observation/conference must take place prior to January 15.

4. The Evaluator may formally observe and visit at his/her discretion.

5. Conduct the evaluation conference by March 30 for Administrator on Remediation.

6. Conduct the evaluation conference by May 1 for Administrators that are not on Remediation.

7. Provide a copy of Evaluation Instrument to Evaluatee five work days following the conference.

8. Send a copy of the collaborative Professional Development Plan and Goals, Self-Evaluation and Evaluation Instrument to the Assistant Superintendent of Human Resources by June 15.
PUHSD Administrative Evaluation
Responsibilities of Evaluatee

1. By September 1, the Evaluatee will participate with the Evaluator for the purpose of reviewing the Administrative Evaluation Process/Procedures.

2. By October 15, the Evaluatee will meet with the Evaluator for the purpose of establishing a collaborative Professional Development Plan and Goals, inclusive of:
   - Vision
   - Instructional Leadership
   - Management of Learning
   - School/Community Collaboration
   - Ethics & Integrity
   - Greater Political and Social Context

3. Evaluatee will participate with Evaluator as requested for observations, site visits and dialogue with Evaluator as needed, with a minimum of one observation or conference per semester. The first observation/conference must take place prior to January 15.

4. Evaluatee will complete and submit a Self-Evaluation prior to March 30.

5. Evaluatee not on Remediation will participate in the evaluation conference by May 1.

6. Evaluatee will receive a copy of the Evaluation Instrument five days after the evaluation conference.

7. Evaluatee has five days to submit a written response to the evaluation if desired. The written response will be attached for the record.
Phoenix Union High School District

PROFESSIONAL GROWTH PLAN AlIGNED WITH SIX ISLLC STANDARDS
Site, District, Personal Goals

Evaluablee ____________________________ Date ____________
Evaluator ____________________________

ISLLC STANDARDS 1 2 3 4 5 6 (circle standard):
Site
District
Personal

Specific functions related to the above areas:

Professional development may include, but not limited to the following: activities, data, events, workshops, conferences, meetings, education, book study, PLC, training, approved mentoring.

Supporting evidence of accomplishment may include, but not limited to the following: sign-in sheets, certificates, registration forms, fliers, etc.

Evaluator's Signature ____________ Date ____________
Evaluatee Signature ____________ Date ____________
Phoenix Union High School District

SUMMATIVE SELF EVALUATION FORM

NOTE: To be completed by Evaluatee prior to March 30.

Evaluatee ________________________________ Date __________

I. Narrative Review of Professional Growth Plan, by Standards 1 2 3 4 5 6 (circle standard).

II. Results from Supporting Evidence.

III. Describe areas of future growth based on ISLLC Standards 1 2 3 4 5 6 (circle standard).

Evaluator’s Signature __________________________ Date __________

Evaluatee Signature __________________________ Date __________

(Use Additional Pages If Necessary)

Signing this form verifies receipt of the self-evaluation, but does not necessarily indicate agreement with the content.
Phoenix Union High School District

-VISION-

Rubric – ISLLC Standard 1

ISLLC Standard 1: An educational 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, including students, parents, faculty, staff, and administrators.

Functions:
A. Collaboratively develop and implement a shared vision and mission with staff, aligned with the District’s mission and vision.
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
C. Work collaboratively with staff to create and implement plans to achieve goals.
D. Promote continuous and sustainable improvement.
E. Monitor and evaluate progress and revise plans.

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the indicators are clearly observed and consistently applied.</td>
<td>The majority of the indicators are clearly observed and consistently applied.</td>
<td>Most of the indicators are not clearly observed and applied.</td>
<td>Few of the indicators are observed, with little or no consistency in application.</td>
</tr>
<tr>
<td>• A comprehensive vision has been developed and shared with all stakeholders.</td>
<td>• Evidence of a vision has been developed, however, needs to be refined. Stakeholders are included and encouraged to participate. School improvement initiatives are connected with data-driven decisions and consistently aligned with school district vision and goals.</td>
<td>• The vision plan is not comprehensive nor have stakeholders been included.</td>
<td>• Evidence of best practices based upon research is not observed. School improvement initiatives are not connected with data-driven decisions and are not aligned with school district vision and goals.</td>
</tr>
<tr>
<td>• School improvement initiatives are concerned with data-driven decisions that are aligned with the school and district vision and goals.</td>
<td>• Data has been used to support decisions and there is evidence of a work plan, including tasks necessary to accomplish goals.</td>
<td>• Little evidence of best practices based upon research is consistent.</td>
<td>• School improvement initiatives are poorly connected with data-driven decisions and are poorly aligned with school district vision and goals.</td>
</tr>
<tr>
<td>• Evidence exists that the community understands and embraces the school’s vision.</td>
<td>• He/she demonstrates a general understanding of continuous improvement as evidenced by his/her personal practices and leadership qualities.</td>
<td>• School improvement initiatives are poorly connected with data-driven decisions and are poorly aligned with school district vision and goals.</td>
<td>• Data used for some decisions but not on a consistent basis.</td>
</tr>
<tr>
<td>• Leader has identified tasks to achieve goals and an operational plan to implement tasks is in place. It is clearly demonstrated that continuous improvement by the personal practices of the leader is consistent and clear.</td>
<td>• He/she demonstrates the ability to adjust tasks as new data and technology are used. He/she frequently uses best practices based upon research.</td>
<td>• He/she demonstrates a partial understanding of continuous improvement as evidenced by his/her personal practices and leadership qualities.</td>
<td>• Does not respond consistently to changes in data or technology nor is flexible, lacks ability to adjust.</td>
</tr>
<tr>
<td>• Leader has demonstrated exceptional ability to modify and adjust tasks due to new data and technology using research based practices.</td>
<td>• He/she demonstrates efficacy with communication skills as evidenced by the school community culture.</td>
<td>• He/she demonstrates poor efficacy with communication skills as evidenced by the school community culture.</td>
<td>• He/she demonstrates no efficacy with communication skills as evidenced by the school community culture, shareholders are not included in decisions nor encouraged to participate.</td>
</tr>
<tr>
<td>• He/she demonstrates the highest efficacy with communication skills, evidenced by the school, the community and its culture. Leader shares knowledge; encourages collaborative decision making and involves all stakeholders.</td>
<td>• He/she has frequent interactions with stakeholders and listens to concerns and is open to new ideas.</td>
<td>• Is not consistently collaborative and does not consistently include stakeholders in decision making.</td>
<td>The leader does not meet the expected standard.</td>
</tr>
</tbody>
</table>

The leader is clearly distinguished.

The leader fully meets the expected standard as an administrator.

The leader considerably meets the expected standard.

The leader does not meet the expected standard.
Phoenix Union High School District

- VISION -

**ISLLC Standard 1:** An educational 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, including students, parents, faculty, staff, and administrators.

**Functions:**

- **A.** Collaboratively develop and implement a shared vision and mission with staff, aligned with the District's mission and vision.
- **B.** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- **C.** Work collaboratively with staff to create and implement plans to achieve goals.
- **D.** Promote continuous and sustainable improvement.
- **E.** Work with staff to monitor and evaluate progress and revise plans.

<table>
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<th>Developing: (2)</th>
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<th>Not Applicable:</th>
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<td>A</td>
<td>The leader clearly models the behaviors expected in the standard.</td>
<td>The leader demonstrates all the behaviors expected in the standard.</td>
<td>The leader demonstrates most of the behaviors expected in the standard.</td>
<td>The leader does not meet the expected behaviors of the standard.</td>
<td>Not part of the leader's duties</td>
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**Narrative:**

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<th>Ineffective: (1)</th>
<th>Not Applicable:</th>
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<td>B</td>
<td>The leader clearly models the behaviors expected in the standard.</td>
<td>The leader demonstrates all the behaviors expected in the standard.</td>
<td>The leader demonstrates most of the behaviors expected in the standard.</td>
<td>The leader does not meet the expected behaviors of the standard.</td>
<td>Not part of the leader's duties</td>
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**Narrative:**
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<th>Effective:</th>
<th>Developing:</th>
<th>Ineffective:</th>
<th>Not Applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>(4) The leader clearly models the behaviors expected in the standard.</td>
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<td>(2) The leader demonstrates most of the behaviors expected in the standard.</td>
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**Narrative:**
Phoenix Union High School District
-VISION-

Discussion Prompts:

2. Plan and Implement Activities Around the Vision?
3. Allocate Resources to Support the Vision?
4. Other questions Evaluator deems to explore the standard . . .
Phoenix Union High School District
- INSTRUCTIONAL LEADERSHIP -

Rubric – ISLLC Standard 2

ISLLC 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.

Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations with faculty, staff, and students.
B. Through collaboration with faculty and other stakeholders, promote and sustain a comprehensive, rigorous, and coherent curricular program.
C. Through collaboration with faculty and other pertinent stakeholders, promote and sustain an individualized environment for learning.
D. Through collaboration with faculty and other stakeholders, promote the development of assessment and accountability systems to monitor student progress.
E. Develop the instructional and leadership capacity of staff.
F. Guide and support the use of the most effective and appropriate technologies to support teaching and learning.
G. Monitor and evaluate the impact of the instructional program.
H. Sustain a school culture and instructional program.

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<td>• Consistently fosters an organizational culture to support with dignity and respect, continuous learning and improvement for all members of the school.</td>
<td>• Fosters an organizational culture to support with dignity and respect, continuous learning and improvement for all members of the school.</td>
<td>• There is some organizational culture to support continuous learning and improvement for all members of the school.</td>
<td>• There is no organizational culture to support continuous learning and improvement for members of the school.</td>
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<tr>
<td>• Varied instructional strategies and are institutionalized and consistently applied campus wide.</td>
<td>• Varied instructional strategies are institutionalized campus wide.</td>
<td>• Some varied instructional strategies are generally institutionalized across most of the campus.</td>
<td>• No evidence exists that varied instructional strategies are institutionalized campus wide.</td>
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<tr>
<td>• Implements students' assessment data results to ensure instructional strategies are customized. Clearly demonstrates a consistently applied belief that each student can learn.</td>
<td>• Implements students' assessment data results to ensure instructional strategies are customized.</td>
<td>• Evidence of understanding of development, evaluation and refinement of curriculum and alignment of professional development exists for most staff.</td>
<td>• The use of student assessment data demonstrates a generally applied belief that each student can learn.</td>
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<td>• Evidence of a profound level of understanding of development, evaluation and refinement of curriculum that is in alignment with the professional development needs of all staff.</td>
<td>• Demonstrates an understanding and awareness of the school's climate and culture that indicates a visible commitment to life-long learning for the majority of staff and students.</td>
<td>• Evidence of an emerging level of understanding of development, evaluation and refinement of curriculum and alignment of professional development exists for most staff.</td>
<td>• Little evidence of level of an understanding of development, evaluation and refinement of curriculum and alignment of professional development exists for most staff.</td>
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<td>• Clearly demonstrates an understanding and awareness of the school’s climate and culture that indicates a visible commitment to life-long learning for all staff and students.</td>
<td>• Communicates to faculty a clear commitment to both sound learning strategies and content facility for educators and students alike.</td>
<td>• Demonstrates limited understanding and awareness of the school’s climate and culture that indicate an emerging commitment to life-long learning for the majority of staff and students.</td>
<td>• Demonstrates a general lack of understanding and lack of awareness of the school’s climate and culture that indicate any emerging commitment to life-long learning for staff and students.</td>
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<td>• Effectively enhances a faculty commitment to both sound learning strategies and content facility for educators and students alike.</td>
<td>The leader meets the expected standard as an administrator.</td>
<td>• Communicates to faculty a commitment to sound learning strategies and/or content facility.</td>
<td>• Does not communicate a clear commitment to sound learning strategies and/or content facility.</td>
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The leader is clearly exceptional.

The leader partially meets the expected standard.

The leader approaches meeting the expected standard and should target reflection and goal-setting with this standard.
Phoenix Union High School District
- INSTRUCTIONAL LEADERSHIP -

ISLLC Standard 2: An educational 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.

Functions:

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Phoenix Union High School District
- INSTRUCTIONAL LEADERSHIP -

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#### INSTRUCTIONAL LEADERSHIP

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# Phoenix Union High School District

## INSTRUCTIONAL LEADERSHIP

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**Discussion Prompts:**

1. Develop School Culture and Ensure Equity and Excellence?
2. Guide the Instructional Program?
3. Guide Professional Growth of Staff?
4. Create and Utilize Accountability Systems?
5. Other?
Phoenix Union High School District  
-THE MANAGEMENT OF LEARNING-  

Rubric – ISLLC Standard 3

**ISLLC Standard 3:** An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Functions:**
- A. Manage the operational systems of the school site.
- B. Promote and protect the welfare and safety of students and staff.
- C. Ensure that time is managed effectively and efficiently.
- D. Maintain legal integrity.

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<td>• Evidence exists that a consistent management model that supports effective learning and teaching is part of the school culture.</td>
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<td>• A comprehensive understanding that maximizes the effective and appropriate use of human resources related to allocation, budget and sound decision-making.</td>
<td>• A clear understanding of effective and appropriate human resource allocation, operational efficacy and budget development and sound decision-making is evident.</td>
<td>• An emerging understanding of effective and appropriate human resource allocation, operational efficacy and budget development and sound decision-making is evident.</td>
<td>• Limited understanding of effective and appropriate human resource allocation, operational efficacy and budget development and sound decision-making is evident.</td>
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<td>• A comprehensive understanding of how to sustain an environment of respect that adheres to confidentiality and privacy requirements.</td>
<td>• Clearly understands and maintains an environment that respects and adheres to confidentiality and privacy requirements.</td>
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<td>• Demonstrates a consistent understanding of security and safety requirements including maintaining a safe and secure campus.</td>
<td>• Clearly demonstrates an understanding of security and safety requirements including maintaining a safe and secure campus.</td>
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<td>• Maximizes human resources and technology to manage school operations.</td>
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The leader is clearly exceptional.  
The leader meets the expected standard as an administrator.  
The leader approaches meeting the expected standard and should target reflection and goal-setting with this standard.  
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Phoenix Union High School District
-THE MANAGEMENT OF LEARNING-

**ISLLC Standard 3:** An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Functions:**
- A. Manage the operational systems of the school site.
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Phoenix Union High School District  
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Discussion Prompts:

1. Ensure a Safe School Environment?
2. Create an Infrastructure to Support an Effective Learning Environment?
3. Manage the School as a Learning-Support System?
4. Maintain Legal Integrity?
Phoenix Union High School District  
SCHOOL/COMMUNITY COLLABORATION-

Rubric – ISLLC Standard 4

ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:
A. Build a culture of collaboration which accounts for diversity in instruction and programs.
B. Build and sustain positive productive relationships with families, caregivers and partner districts.
C. Promote understanding and use of the community's diverse cultural, social, and intellectual resources.
D. Utilize and communicate data and information pertinent to the school-community.
E. Work collaboratively with pertinent stakeholders, including students, faculty, administrators, parents, and community members in all aspects of this standard.

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<td>Few of the indicators are observed, with little or no consistency in application.</td>
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<td>• Evidence clearly exists that the school leader has maximum involvement of the community in the educational programs of the school.</td>
<td>• Evidence exists that the school leader has significant involvement of the community in the educational programs of the school.</td>
<td>• Some evidence exists that the school leader has involvement of the community in the educational programs of the school.</td>
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<td>• A focused collaboration between the school and the community is evident.</td>
<td>• Interdependence between the school and the community is evident.</td>
<td>• Interdependence between the school and the community is inconsistent.</td>
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<td>• Student and family involvement in the educational programs of the school is clearly implemented as part of a collaborative culture.</td>
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<td>• Student and family involvement in the educational programs of the school is somewhat evident as part of a collaborative culture.</td>
<td>• Student and family involvement in the educational programs of the school is not evident as part of a collaborative culture.</td>
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<td>• Evidence of diversity as a community value clearly exists within the school community.</td>
<td>• Evidence of promoting diversity as a community value exists within the school community.</td>
<td>• Some evidence of embracing diversity as a community value exists within the school community.</td>
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Phoenix Union High School District  
-SCHOOL/COMMUNITY COLLABORATION-

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 Functions:

—— A. Build a culture of collaboration which accounts for diversity in instruction and programs.
—— B. Build and sustain positive productive relationships with families, caregivers and partner districts.
—— C. Promote understanding and use of the community’s diverse cultural, social, and intellectual resources.
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# Phoenix Union High School District
### SCHOOL/COMMUNITY COLLABORATION

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Phoenix Union High School District
-SCHOOL/COMMUNITY COLLABORATION-

Discussion Prompts:

1. Collaborate to Incorporate the Perspective of Families and Community Members?
2. Establish and Manage Linkages Between the Site and the Larger Community Context?
3. Engage and Coordinate Support from Agencies Outside the School?
4. Articulation with Post-Elementary and Post-Secondary Institutions (bottom up and top down)?
Phoenix Union High School District
-ETHICS AND INTEGRITY-

Rubric – ISLLC Standard 5

ISLLC Standard 5: An educational leader promotes the success of every student, faculty and staff member by modeling integrity, fairness, and ethical behavior.

Functions:
A. Through collaboration with faculty and other stakeholders, ensure a system of accountability for every student's academic and social success.
B. Model principles of self-awareness, reflective practice, transparency, equity, diversity and ethical behavior.
C. Consider and evaluate the potential moral, legal and organizational consequences of decisions.
D. Models principles of professionalism and ethics by practicing the concepts of professional courtesy, personal dignity and respect in all interpersonal interactions.

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<td>Most indicators are clearly observed and consistently applied.</td>
<td>Some indicators are consistently observed and applied.</td>
<td>Indicators are not clearly observed and consistently applied.</td>
<td></td>
</tr>
<tr>
<td>• Evidence clearly exists that the school leader is a model of ethical leadership by following district policies, procedures, and regulations.</td>
<td>• Evidence exists that the school leader is a model of ethical leadership by following district policies, procedures, and regulations.</td>
<td>• Evidence exists that the school leader is a model of ethical leadership by following most district policies, procedures, and regulations.</td>
<td>• Minimal evidence exists that the school leader is a model of ethical leadership due to inconsistently following district policies, procedures, and regulations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• An environment of trust clearly exists within the school community among all stakeholders.</td>
<td>• An environment of trust generally exists within the school community.</td>
<td>• An environment of trust does not exist within the school community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Decision-making at all levels is based on the highest standards and is clearly aligned with the ethical standards in Governing Board Policy, community standards, and the ethical standards of the profession.</td>
<td>• Decision-making at all levels is based on the standards and somewhat aligned with the ethical standards in Governing Board Policy, community standards, and the ethical standards of the profession.</td>
<td>• Decision-making at all levels is not based on the highest standards nor is it aligned with the ethical standards in Governing Board Policy, community standards, and the ethical standards of the profession.</td>
<td></td>
</tr>
</tbody>
</table>
Phoenix Union High School District
-ETHICS & INTEGRITY-

ISLLC Standard 5: An educational leader promotes the success of every student, faculty and staff member by modeling integrity, fairness, and ethical behavior.

Functions:

_____ A. Through collaboration with faculty and other stakeholders, ensure a system of accountability for every student’s academic and social success.

_____ B. Model principles of self-awareness, reflective practice, transparency, equity, diversity and ethical behavior.

_____ C. Consider and evaluate the potential moral, legal and organizational consequences of decisions.

_____ D. Models principles of professionalism and ethics by practicing the concepts of professional courtesy, personal dignity and respect in all interpersonal interactions.

<table>
<thead>
<tr>
<th>Function:</th>
<th>Highly Effective: (4)</th>
<th>Effective: (3)</th>
<th>Developing: (2)</th>
<th>Ineffective: (1)</th>
<th>Not Applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The leader clearly models the behaviors expected in the standard.</td>
<td>The leader demonstrates all the behaviors expected in the standard.</td>
<td>The leader demonstrates most of the behaviors expected in the standard.</td>
<td>The leader does not meet the expected behaviors of the standard.</td>
<td>Not part of the leader’s duties</td>
</tr>
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**Narrative:**

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<th>Ineffective: (1)</th>
<th>Not Applicable:</th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>The leader clearly models the behaviors expected in the standard.</td>
<td>The leader demonstrates all the behaviors expected in the standard.</td>
<td>The leader demonstrates most of the behaviors expected in the standard.</td>
<td>The leader does not meet the expected behaviors of the standard.</td>
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**Narrative:**
Phoenix Union High School District  
-ETHICS & INTEGRITY-

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<tbody>
<tr>
<td>C</td>
<td>The leader clearly models the behaviors expected in the standard.</td>
<td>The leader demonstrates all the behaviors expected in the standard.</td>
<td>The leader demonstrates most of the behaviors expected in the standard.</td>
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<tr>
<td>D</td>
<td>The leader clearly models the behaviors expected in the standard.</td>
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</table>

Narrative:

Discussion Prompts:

1. Maintain Ethical Standards of Professionalism?
3. Model Reflective Practice and Continuous Growth?
4. Sustain Professional Commitment and Effort?
Phoenix Union High School District

-GREATER POLITICAL AND SOCIAL CONTEXT-

Rubric – ISLLC Standard 6

ISLLC 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.

Functions:
A. Advocate for the best educational interest of the students with all pertinent stakeholders.
B. Through collaboration with faculty and staff, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.
C. Collaboratively incorporate input from pertinent stakeholders.

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All of the indicators are clearly observed and consistently applied.</td>
<td>• All of the indicators are clearly observed and consistently applied.</td>
<td>• The majority of the indicators are not clearly and consistently observed and applied.</td>
<td>• Few of the indicators are observed, with little or no consistency in application.</td>
<td>The leader is clearly exceptional.</td>
</tr>
<tr>
<td>• Evidence clearly exists that the school leader is an advocate and activist within the school and within the community.</td>
<td>• Evidence clearly exists that the school leader is an advocate and activist within the school and within the community.</td>
<td>• Some evidence exists that the school leader is an advocate and activist within the school and within the community.</td>
<td>• Little or no evidence exists that the school leader is an advocate and activist within the school and within the community.</td>
<td>The leader meets the expected standard as an administrator.</td>
</tr>
<tr>
<td>• Evidence exists that the school leader has effective relationships with key stakeholders and outside agencies and school groups.</td>
<td>• Evidence exists that the school leader has effective relationships with key stakeholders and outside agencies and school groups.</td>
<td>• Some evidence exists that the school leader has some effective relationships with key stakeholders and outside agencies and school groups.</td>
<td>• Little or no evidence exists that the school leader has some effective relationships with key stakeholders and outside agencies and school groups.</td>
<td>The leader partially meets the expected standard.</td>
</tr>
<tr>
<td>• Evidence clearly exists that the school engages in and supports the fundamentals of a civic society.</td>
<td>• Evidence exists that the school engages in and supports the fundamentals of a civic society.</td>
<td>• Little evidence exists that the school engages in and supports the fundamentals of a civic society.</td>
<td>• Little or no evidence exists that the school engages in and supports the fundamentals of a civic society.</td>
<td>The leader does not meet the expected standard.</td>
</tr>
</tbody>
</table>
Phoenix Union High School District  
-GREATER POLITICAL & SOCIAL CONTEXT-

**ISLLC Standard 6:** An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Functions:**

- A. Advocate for the best educational interest of the students with all pertinent stakeholders.
- B. Through collaboration with faculty and staff, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.
- C. Collaboratively incorporate input from pertinent stakeholders.

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**Narrative:**

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*Standard 6*
# Phoenix Union High School District
## GREATER POLITICAL & SOCIAL CONTEXT-

<table>
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<th>Highly Effective: (4) The leader clearly models the behaviors expected in the standard.</th>
<th>Effective: (3) The leader demonstrates all the behaviors expected in the standard.</th>
<th>Developing: (2) The leader demonstrates most of the behaviors expected in the standard.</th>
<th>Ineffective: (1) The leader does not meet the expected behaviors of the standard.</th>
<th>Not Applicable: Not part of the leader’s duties</th>
</tr>
</thead>
</table>

**Narrative:**

**Discussion Prompts:**

1. Engage with the Policy Environment to Support School Success?
2. Interact with Pertinent Stakeholders?
3. Incorporate Input from Pertinent Stakeholders?
PUHSD Administrative Performance Improvement Plan

The Performance Improvement Plan has four steps: (1) Clearly identify the specific standard/function where the evaluatee’s performance is rated as “Ineffective” in any of the district performance; (2) Specify the standard/function which the administrator must demonstrate to meet District expectations; (3) Develop a set of interventions; (4) Meet final evaluation deadlines.

The ultimate responsibility for improvement lies with the evaluatee. Successful completion of the plan is contingent upon demonstration of Effective or better on the standards/functions deemed Ineffective.
PUHSD Administrative Performance Improvement Plan

Part 1

This form serves as the improvement plan for an administrator who has been identified as needing improvement. Each standard identified for improvement must be addressed on this form.

Improvement is identified as:

**ADMINISTRATOR:** Three or more ratings of Ineffective

---

Standard 1 2 3 4 5 6 to be improved: Identify functions not meeting standard

Standard Rating: *(Insert X in one box)*

- [ ] Ineffective
- [ ] Developing
- [ ] Effective

Specific goals for Improvement:
PUHSD Administrative Performance Improvement Plan

Part 2

The Timeline for improvement must include the following components:

- Effective date of the plan, including beginning and ending dates.
- Specific deadlines that will be followed.
- Calendar dates for monitoring progress.

The Specific requirements of the administrator must include the following components:

- Evidence/artifacts required.
- Clearly identified training or remediation to be required.

Timeline for improvement:

- Clearly identified specific behavioral changes expected.

Specific requirements of the Administrator:
The Assistance to be provided must include the following components:

- Required training/remediation, including process for accessing the assistance.
- Individuals and/or resources provided by the District.
- Verification process of accessing assistance as required.

The Administrator comments are optional and may include:

- Indications on how the administrator will successfully complete the improvement plan.

Administrative Performance Improvement

Part 3

Standard to be Improved _________

Assistance to be provided:

Administrator Comments (optional):

- Clarification regarding any of the timelines, administrator expectations, assistance to be provided.

Administrator Signature / Date ____________________________

Supervisor Signature / Date ____________________________

Position/Location ______________________________________

Position/Location ______________________________________
Glossary of Terms

Administrative Improvement Plan: A document that identifies specific standards and functions that need to be improved to meet the District’s standards as an administrator. The plan will include specific goals for improvement, a timeline, and assistance to be provided and evaluator expectations.

Developing: A rating that describes a performance level where some indicators are clearly and consistently observed and applied. The administrator may need improvement of one or more functions.

Effective: A rating that describes a performance where most of the indicators are clearly observed, consistently applied and meet the expected standards of an administrator.

Functions: Define each standard as to the knowledge and skills necessary to influence academic activities, organizational direction and culture.

Highly Effective: A rating that describes a performance where all indicators are clearly observed, consistently applied and is clearly exceptional in all functions.

Indicators: A framework of objectives and tasks necessary to accomplish the functions within each standard.

Ineffective: A rating that describes a performance where few of the indicators are observed with little or no consistency in application.


Not Applicable: A standard or function that does not apply to a specific administrator and will not be evaluated.

Professional Development Plan: An annual plan to be developed collaboratively which will support the six ISLLC standards and be inclusive of the District’s mission, vision, goals and the administrator’s professional goals.

Remediation: See Administrative Improvement Plan.

Standards: Provides a framework for policy creation, training program performance, life-long career development and system support (per ISLLC).

Summative Evaluation: Inclusive plan that includes annual training and orientation, pre-evaluation meeting with evaluator, development of an agreed upon professional development plan, observations and conferences and a final conference/review.

Unsatisfactory Performance: When three or more functions indicate “Ineffective”.
Phoenix Union High School District
PROFESSIONAL GROWTH PLAN ALIGNED WITH SIX ISLLC STANDARDS
Site, District, Personal Goals

Evaluatee: ___________________________ Date: _______________
Evaluator: ___________________________ Unit: _______________

ISLLC STANDARDS (check applicable standard): 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐
Site Goal(s):

District Goal(s):

Personal Goal(s):

Specific functions related to the above areas.

Professional development may include, but not limited to the following: activities, data, events, workshops, conferences, meetings, education, book study, PLC, training, approved mentoring.

Supporting evidence of accomplishment may include, but not limited to the following: sign-in sheets, certificates, registration forms, fliers, etc.

_________________________________________ Date ___________________________
Evaluatee’s Signature

_________________________________________ Date ___________________________
Evaluator’s Signature
POSITION TITLE: Principal

DIVISION: Instructional Services

WORK YEAR: 12 Months

DEPARTMENT: 

LOCATION: Schools

SALARY SCHEDULE: Administrative/Supervisory

GENERAL STATEMENT OF RESPONSIBILITIES:
The high school principal is the Instructional leader of his/her school. The principal is responsible for creating the vision for the school and translating that vision into reality. The principal is directly responsible for the academic achievement of students and for creating a positive climate for the growth of students and staff.

MAJOR DUTIES:

1. Establish high expectations for staff and students.

2. Maintain a safe, orderly environment conducive to learning.

3. Establish a systematic method of measuring the results of the school’s efforts.

4. Develop and implement a clearly-stated purpose for the school and communicate that purpose to all parties associated with the school.

5. Develop and implement an effective home/school relationship.

6. Plan and allow for appropriate student time on task.

7. Implement Governing Board policies and administrative rules, regulations, and procedures relating to the school.

8. Plan, organize, and direct the instructional activities of the school.

9. Consult with district personnel to coordinate efforts, which relate to the entire school district.

10. Meet with department chairs and the school improvement teams in an effort to improve instruction in the school.
POSITION TITLE: Principal

QUALIFICATIONS:

1. Possess Arizona Secondary Principal Certification.
2. Possess a Master's degree.
3. Have knowledge of curriculum, latest developments in instructional methods, media, and school improvement.
4. Have knowledge of evaluation procedures and the selection and supervising of teachers.
5. Have awareness of special needs of students (ethnic, exceptional, and linguistic).
6. Have demonstrated skills in interviewing, speaking, listening, observing, planning his/her time using group techniques, writing, decision-making, and evaluating.
7. Have knowledge of or experience in the process of school improvement.
8. Have experience in supervising and observing classroom instruction.
9. Show evidence of curricular planning ability.
10. Have knowledge and understanding of legal implications of due process, student accounting, and registration procedures.
11. Have knowledge and understanding of elements necessary for a quality activities and athletics program.
12. Have training and experience in school management.

SUPERVISION RECEIVED:
Responsible directly to the Assistant Superintendent for Instruction, and through him/her, to the Superintendent of Schools.

SUPERVISION GIVEN:
To school administrators, department chairpersons, and all other employees of the school.

| PREPARED BY: RXD | APPROVED BY ASSIST. SUPT.: GMC | APPROVED BY PERSONNEL: RXD | NUMBER 1140 | EFFECTIVE DATE Rev. 06/01/88 |

ip: # 23521 (03/91)
POSITION TITLE: Small Schools Principal
DIVISION: Instructional Services
WORK YEAR: 12 Months
DEPARTMENT: Administration
LOCATION: Campus
SALARY SCHEDULE: Administrative/Supervisory

GENERAL STATEMENT OF RESPONSIBILITIES:

The Small Schools Principal is responsible for coordinating, and supervising one or more small school site programs designed to provide viable educational options to meet student and parental needs. This includes supervising and monitoring instructional delivery, providing for professional development activities, and monitoring and evaluating.

MAJOR DUTIES:

1. Monitor and supervise program implementation at one or more small school sites.

2. Coordinate the implementation of curriculum, instructional delivery, and support services to meet student needs.

3. Facilitate communications among district personnel, comprehensive high schools, alternative programs and small school sites, and feeder districts.

4. Initiate, coordinate, facilitate, and evaluate the delivery of professional development activities to improve instructional delivery in assigned small school sites.

5. Facilitate district procedures for identification, recruitment, and placement of students into small school sites.

6. Implement Governing Board policies and administrative rules, regulations, and procedures particularly those relating to dropout prevention, alternative programs, and small school sites.

7. Performs other duties as assigned.
POSITION TITLE: Small Schools Principal

QUALIFICATIONS:

1. Possess an Arizona Secondary Principal Certificate.

2. Hold a Master’s Degree.

3. Ability to work with internal and external staff, community-based organizations and businesses, parents, and students.

4. Have skill in preparing and presenting oral reports.

5. Have a minimum of five years of teaching experience at the secondary level.

6. Have knowledge of evaluation procedures and the selection and supervision of teachers and classified staff.

7. Have awareness of and experience with the special needs of diverse student population (low socioeconomic, ethnic, exceptional, linguistic).

8. Have demonstrated skills in interviewing, speaking, listening, observing, planning his/her time, using group techniques, writing, decision-making, and evaluating.

9. Have knowledge of and experience in implementing District policies and regulations.


SUPERVISION RECEIVED:
Responsible directly to the Assistant Superintendent for Instruction and Accountability

SUPERVISION GIVEN:
To assigned small school site teachers, and classified staff as appropriate

<table>
<thead>
<tr>
<th>PREPARED BY:</th>
<th>APPROVED BY ASSIST. SUPT.:</th>
<th>APPROVED BY PERSONNEL:</th>
<th>NUMBER</th>
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<td>AL</td>
<td>LLG</td>
<td>1135</td>
<td>9/00</td>
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</tbody>
</table>

ip: # 23521 (03/91)
GENERAL STATEMENT OF RESPONSIBILITIES:
As a member of the administrative team, the Assistant Principal will be responsible for taking an active role in planning and implementation of instructional activities. The Assistant Principal will also be responsible to the Principal for specific managerial duties as assigned which may include the operation of the physical school plant, budget, student registration, student activities, discipline and attendance, athletic program, classified personnel, community and public relations, and any other duties which may be assigned for the function and operation of the school.

MAJOR DUTIES:

1. Participate in instructional improvement activities.

2. Prepare and administer the school budget and establish priorities for capital improvement.

3. Supervise student attendance and attendance procedures and coordinate student registration, scheduling, and preparation of the master schedule with Data Processing.

4. Coordinate and supervise student activities, including club activities, athletics, school calendar, daily bulletin, and student welfare and insurance programs.

5. Confer with parents, faculty, staff, and others in seeking solutions to academic and personal problems of students.

6. Participate as a member of various community, unit, and district committees.

7. Assist with the evaluation of certificated personnel and the supervision and evaluation of classified personnel.

8. Supervise and be accountable for the maintenance and operation of the campus facilities, cafeteria, bookstore, and health center.
9. Coordinate and supervise the work of the campus security.

10. Authorize purchase and maintenance requisitions; supervise the receipt and expenditure of funds.

11. Be responsible for campus property control, key control, and inventory management.

12. Supervise and arrange for the rental and use of school facilities.


14. Perform other duties as determined by the Principal.

**QUALIFICATIONS:**

1. Possess Arizona Secondary Principal or Provisional Principal Certification.

2. Possess a Master's degree.

3. Have experience as a secondary school teacher.

4. Have training or experience in the supervision and evaluation of personnel.

5. Desirable to have experience in student registration procedures, data processing, budget management, business administration, counseling, and student discipline.

6. Have knowledge of instructional improvements based on current educational research.

**SUPERVISION RECEIVED:**

Secondary School Principal.

**SUPERVISION GIVEN:**

Directly to certificated and classified staff members as determined by the Secondary School Principal.

<table>
<thead>
<tr>
<th>PREPARED BY:</th>
<th>APPROVED BY</th>
<th>APPROVED BY</th>
<th>NUMBER</th>
<th>EFFECTIVE DATE</th>
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<td>ASSIST. SUPT.: RXD</td>
<td>PERSONNEL: RXD</td>
<td>1004</td>
<td>Rev. 06/01/88</td>
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</table>

ip: # 23521 (03/07/91)
PRINCIPAL

- Glossary Acronyms
- Role & Responsibilities
- Major Tasks by Month
- Other Related Information
## Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN</td>
<td>Administrative Team</td>
</tr>
<tr>
<td>ALEAT</td>
<td>Arizona local Education Agency Tracker</td>
</tr>
<tr>
<td>API</td>
<td>Assistant Principal for Instruction</td>
</tr>
<tr>
<td>APO</td>
<td>Assistant Principal for Student Opportunities</td>
</tr>
<tr>
<td>APR</td>
<td>Assistant Principal for Registration</td>
</tr>
<tr>
<td>APS</td>
<td>Assistant Principal for Student Success</td>
</tr>
<tr>
<td>AZELLA</td>
<td>Arizona English Language Learner Assessment</td>
</tr>
<tr>
<td>CC</td>
<td>Campus Committee</td>
</tr>
<tr>
<td>CEA</td>
<td>Classified Employee Association</td>
</tr>
<tr>
<td>CEE</td>
<td>Center for Educational Excellence (District Office)</td>
</tr>
<tr>
<td>CFS</td>
<td>Campus Facility Supervisor</td>
</tr>
<tr>
<td>CIP</td>
<td>Continuous Improvement Plan</td>
</tr>
<tr>
<td>CTA</td>
<td>Certified Teacher Association</td>
</tr>
<tr>
<td>DSF</td>
<td>District Support Facility</td>
</tr>
<tr>
<td>EXPO</td>
<td>Experience PUHSD Student Recruitment Fair</td>
</tr>
<tr>
<td>GB</td>
<td>Governing Board</td>
</tr>
<tr>
<td>HQ</td>
<td>Highly Qualified</td>
</tr>
<tr>
<td>IC</td>
<td>Instructional Cabinet</td>
</tr>
<tr>
<td>ID</td>
<td>Identification</td>
</tr>
<tr>
<td>IL</td>
<td>Instructional Leader</td>
</tr>
<tr>
<td>M &amp;O</td>
<td>Maintenance &amp; Operations</td>
</tr>
<tr>
<td>MST</td>
<td>Synergy Query</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>PGP</td>
<td>Professional Growth Plan</td>
</tr>
<tr>
<td>PLC</td>
<td>Professional Learning Communities</td>
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<td>PRI</td>
<td>Principal</td>
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<td>PUHSD</td>
<td>Phoenix Union High School District</td>
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<tr>
<td>RAVEN</td>
<td>Gifted Placement Test</td>
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<tr>
<td>SOI’S</td>
<td>Statement of Intent (for new PUHSD courses)</td>
</tr>
<tr>
<td>STUGO</td>
<td>Student Government</td>
</tr>
</tbody>
</table>
## PRINCIPAL

### MAJOR JOB DUTIES & RESPONSIBILITIES (IN GENERAL)

Collaboratively creating, communicating, and monitoring the purpose and vision of the campus in a variety of venues to all stakeholders.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1. Setting the instructional goals of the school</td>
<td>Set academic goals that align with the school's vision and objectives.</td>
</tr>
<tr>
<td>2. Preparation of and Implementation of the CIP</td>
<td>Develop and implement the Campus Improvement Plan (CIP).</td>
</tr>
<tr>
<td>3. Staffing- ensuring all positions are staffed/ certified and classified/ Hiring &amp; Selection</td>
<td>Ensure all positions are filled by qualified and certified staff.</td>
</tr>
<tr>
<td>4. Fiscal management of school budget M&amp;O/ Title One</td>
<td>Manage the school's budget to ensure financial sustainability.</td>
</tr>
<tr>
<td>5. Oversight of Master Schedule</td>
<td>Oversee the master schedule to ensure smooth operations.</td>
</tr>
<tr>
<td>6. Ensure facilities/ building maintenance year round (submission and completion of work orders)</td>
<td>Maintain and update facilities and address any maintenance needs.</td>
</tr>
<tr>
<td>7. Management of the culture and climate of the campus</td>
<td>Foster a healthy school culture and climate.</td>
</tr>
<tr>
<td>8. Increasing/ building the leadership capacity of the staff</td>
<td>Develop and support leadership potential among staff.</td>
</tr>
<tr>
<td>9. Establishing and maintaining positive and productive community partnerships</td>
<td>Build strong partnerships with the community.</td>
</tr>
<tr>
<td>10. Successful collaboration and use of time with CEE leadership</td>
<td>Collaborate effectively with CEE leaders.</td>
</tr>
<tr>
<td>11. Enforcement of PUHSD Governing Board Policy</td>
<td>Ensure adherence to governing board policies.</td>
</tr>
<tr>
<td>12. Collection and effective use of data (academic/disciplinary/ stakeholder feedback/ surveys)</td>
<td>Collect and analyze data to inform decision-making.</td>
</tr>
<tr>
<td>13. Coordination of professional development opportunities for staff</td>
<td>Plan and coordinate professional development opportunities for staff.</td>
</tr>
<tr>
<td>14. Ensuring the effective and equitable usage of technology</td>
<td>Use technology effectively and equitably across the campus.</td>
</tr>
<tr>
<td>15. Ensure the safety and security of the campus &amp; implementation of campus crisis plan</td>
<td>Ensure campus safety and security.</td>
</tr>
<tr>
<td>16. Model professional and ethical conduct</td>
<td>Lead by example on professional and ethical conduct.</td>
</tr>
<tr>
<td>17. Consider and monitor the legal, moral, and organizational implication of decisions and actions</td>
<td>Oversee legal and ethical implications of decisions.</td>
</tr>
<tr>
<td>18. Exercise an openness to self-reflection, continuous learning, stakeholder feedback and professional growth</td>
<td>Foster continuous learning and openness to feedback.</td>
</tr>
</tbody>
</table>

### MAJOR TASKS BY MONTH

**JULY**

**Monthly Reminders:**
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month

- Meet with ADMIN team to finalize plans and logistics for freshman orientation, staff in service week, Instructional Cabinet retreat
- Finalize teacher evaluation lists for ADMIN team
- Finalize area of responsibilities and evaluation expectations/ orientation for ADMIN team/ ADMIN PGP/ responsibilities for student co hort/ grade level/ etc.
- Finalize and update GB Policies presentation
- Finalize and update Teacher evaluation orientation presentation
- Finalize details for the opening of school (plan for schedule distribution, ID distribution, no show procedures, etc.)
- Review and finalize Schedule A’s and Schedule F’s for the campus as allocated during the staffing meeting (principal secretary)
- Frequently review staffing needs and communication with H.R. and begin planning for and searching for long term subs
- Attend PUHSD ADMIN Summit - be prepared to integrate new CEE directives
- Attend and facilitate Instructional Cabinet retreat (IL Evaluation Orientation)
- Prepare professional development plan the school year (Title One)
- Welcome new teachers for new teacher induction at campus
- In Service Week
- Welcome back meeting/ introduction/ needs assessment
- Welcome back letters – students, parents and staff
- Calendaring all meetings & events
- Coordinate transportation, ensure plan for free/reduced application
- Classified evaluation orientation
- Certified evaluation orientation
- GB presentation
- PD rotations
- CIP and school profile updates

**AUGUST**

**Monthly Reminders:**
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month
- Finalize PLC monitoring plan (reviews, visits, ADMIN assignments)
- First day of school- clear the calendar for the first few days- prioritize classroom visits and accessibility for students, staff, parents
- Check in frequently with APR on MS issues (loads, uncovered assignments, academic placement, implementation of academic interventions, etc.)
- Ensure evaluation calendars are completed for ADMIN team members
- Assess and plan for inter rater reliability with the PUHSD Evaluation Instrument
- Set parent orientation meetings for grade levels if applicable (9th grade)
- Plan and prepare for Open House
  - Conduct Open House (if applicable)
- Welcome back assembly for students
- Finalize dates for parent group meetings/ student focus group meetings-
- Submission of PFS for all courses on campus
- Support all required placement testing (AZELLA/RAVEN/ 7- minute reading test)
- Final calendar for fire drills and crisis drills (APS and Security)
- Review and prepare crisis plan for submission
- Review any final expenditures to be made from Title One prior to end of fiscal year
- Schedule and facilitate monthly celebration
- Monthly parent meeting
- Instructional and Operational ADMIN Meetings (school specific)
- Ensure monthly walk through visit requirement for ADMIN (school specific)
- Schedule and facilitate student recognition activities (focus groups/ student of the month celebration)
- Discussion of possible SOI’s for newly proposed courses
- PGP Reminders
SEPTEMBER  

**Monthly Reminders:**
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month
- ADMIN team begins evaluations for certified employees
- Begin construction of Title One budget for upcoming fiscal year
- Finalize CIP updates in ALEAT (revised school wide goals, strategies, interventions, action steps)
- Finalize selection for CIP summit attendance
- Attend CIP Summit
- PD Cadres & New Teacher Induction underway
- Be prepared for monthly meeting commitments (Principal Meetings, IC Meetings, Campus Committee)
- Finalize fall testing logistics
- Academic data pull and analysis – 1st progress report
- Evenning School Session #2 and Gradpoint Session #2 placement (D&F reports for all grade levels/ Credit Deficiency reports for 9-12th by counselors)
- Plan and facilitate monthly celebration
- Open House, if applicable
- Schedule and facilitate monthly celebration- staff
- Schedule and facilitate student recognition activities (student of month lunches/ awards ceremonies)
- Formal submission of Statements of Intent
- Monthly parent meeting
- Instructional and Operational ADMIN Meetings
- Ensure monthly walk through visit requirement for ADMIN (school specific)
- Prepare for Fall Staffing meeting with APR (APR/PRI)

OCTOBER  

**Monthly Reminders:**
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month
- Communicate and enforce energy savings district initiative
- Progress check on ADMIN evaluation completion
- 1st quarter Academic Intervention (ADMIN Counseling)
- Prepare for Title One Budget approval meeting (API)
- 1st Quarter Data review with IL/ CIP Team
- 1st Quarter Data review with Discipline Team
- CIP Presentations to CEE/Principals’ Meeting
- Complete 1st Quarter Walk Through Visits
- 1st Quarter PLC Review Presentations/ Performance Assessment *Campus Specific
- Fall Testing Facilitation
- Schedule and facilitate monthly celebration staff
- Monthly parent meeting
- Schedule feeder school recruitment visits if applicable (campus specific/ 8th grade homeroom visits, etc.) (if applicable)
- Instructional and Operational ADMIN Meetings for the month
- Ensure monthly walk through visit requirement for ADMIN (school specific)
- Schedule and facilitate student recognition activities (student of month lunches/ awards ceremonies)
- Planning team for PUHSD EXPO (Finalize details, logistics, roles, responsibilities, demonstration area organization, STUGO involvement)

**NOVEMBER**

**Monthly Reminders:**
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month

- 1st Week- PUHSD EXPO
- Title One Plan presentation to staff/ parents
- Master Schedule 2nd Semester adjustments- APR
- Fall Coaching Evaluation/ Performance Check In- AP_
- M&O/ Capital Budget Review- 2nd semester budget adjustment requests
- Finalize holiday fundraising initiatives- APO
- Schedule and facilitate monthly celebration of staff
- Monthly parent meeting
- Schedule feeder school recruitment visits if applicable (campus specific/ 8th grade homeroom visits, etc.) (if applicable)
- Schedule and facilitate student recognition activities (student of month lunches/ awards ceremonies)- AP_
- Instructional and Operational ADMIN Meetings
- Ensure monthly walk through visit requirement for ADMIN (school specific)
- Evening School Session #3 and Gradpoint Session #3 placement (D&F reports for all grade levels/ Credit Deficiency reports for 9-12th by counselors)
- Feeder district articulation/ visits (if applicable)
- If changes to bell schedule are recommended/ or ADVISORY is recommended/ begin discussions with CC

**DECEMBER**

**Monthly Reminders:**
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month

- **Communicate and enforce energy savings district initiative**
- 1st Semester Evaluations Completed/ Analyze levels of performance
- Holiday celebration planning and facilitation
- Ensure efficient and effective check out procedures for 1st semester check out
- Fall sports banquet, if applicable
- 2nd Quarter PLC Review Presentations/ Assessment/Monitoring *Campus Specific
- Finalize details for opening of school 2nd semester (2nd Semester)
- Coordinate first semester graduation ceremony
- CRTs
- Review and reflect 2nd Semester Schedule
- Get rest/family

**JANUARY**

**Monthly Reminders:**
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month

- Opening of school 2nd semester- be available/ classroom visits/ staff parent accessibility
- Evening School Session #4 and Gradpoint Session #4 placement (D&F reports for all grade levels/ Credit Deficiency reports for 9-12th by counselors)
- Schedule and facilitate monthly celebration staff
- Monthly parent meeting
- Instructional and Operational ADMIN Meetings for the month
- Ensure monthly walk through visit requirement for ADMIN (school specific)
- Schedule and facilitate student recognition activities (student of month lunches/ awards ceremonies)
- 1st Week- Planning team for PUHSD Job Fair (Finalize logistics, materials, resources, roles, responsibilities for both events)
- American Dream Academy (planning or facilitation)
- Counselor feeder school visits (recruitment and registration)
- Feeder school articulation meeting/ visit *if applicable
- 3rd Week- PUHSD Job Fair
- Bell Schedule/ KKIS Proposal Submitted to Campus Committee (if changes recommended)
- Prepare for spring staffing meeting with HR (APR/PRI)
- Teacher request procedures for Master Schedule *campus specific
- 1st Semester Data Analysis with IL/ School Improvement Team (D/F rates)

**FEBRUARY**

**Monthly Reminders:**
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month

- Master Schedule discussions begin with IL’s (APR)
- Finalize bell schedule recommendations with CC (if no changes no prior submission necessary)
- Finalize standardized testing schedule for spring/ dates and bell schedules finalized by CC (API)
- Evening School Session #5 and Gradpoint Session #5 placement (D&F reports for all grade levels/ Credit Deficiency reports for 9-12th by counselor
- IL feedback forms to department members due February 15th
- IL evaluation conferences completed prior to March 1st
- Announcement for call for IL applicants (campus specific/ campus wide)
- ADMIN Evaluation Progress check for spring evaluations
- Calendar all summative evaluations
- Ensure all summative evaluations are calendared
- Begin planning for future freshman event (club activity fair/ assembly/ campus specific event)
- Schedule and facilitate monthly celebration staff
- Monthly parent meeting
- Begin planning future frosh event – AP_
- Schedule and facilitate student recognition activities (student of month lunches/ awards ceremonies)
- Instructional and Operational ADMIN Meetings
- Ensure monthly walk through visit requirement for ADMIN (school specific)
- Planning team for PUHSD Job Fair (Finalize logistics, materials, resources, roles, responsibilities for both events)
- Complete all in district transfer interviews for vacancies

**MARCH Monthly Reminders:**

- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month

- PUHSD Job Fair
- Evening School Session #6 and Gradpoint Session #6 placement (D&F reports for all grade levels/ Credit Deficiency reports for 9-12th by counselor
- IL Interview and Selection if applicable
- New teacher interviews if applicable
- 3rd Quarter Data analysis with IL/ School Improvement Team
- American Dream Academy underway (Administrator Assigned)
- Organize and facilitate spring camp if applicable
- Send letter reminding of resignation deadline
- Coordinate Spring Open House
- Coordinate Spring Break activities
- Finalize Master Schedule tentative teaching and room assignments (APR)
- Senior failure notification enforcement (counselors/ teachers)
- Schedule and facilitate monthly celebration staff
- Monthly parent meeting
- Schedule and facilitate student recognition activities (student of month lunches/ awards ceremonies)
- Instructional and Operational ADMIN Meetings
- Ensure monthly walk through visit requirement for ADMIN (school specific)
- Planning team for PUHSD Job Fair (Finalize logistics, materials, resources, roles, responsibilities for both events)
APRIL

Monthly Reminders:
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month
- Ensure ECAP is being done
- Spring standardized testing facilitation (support API)
- Finalize details for future freshman event *campus specific
- Official publication of Master Schedule to all departments
- New teacher interviews *if applicable
- Spring sport banquets
- Prom
- Spring awards ceremonies/ scholarships and awards
- Finalize details and logistics for graduation
- Summative conferences underway and completed prior to May 15th- all ADMIN
- Plan for end of the year employee celebration
- Schedule feeder school recruitment visits if applicable (campus specific/ 8th grade homeroom visits, etc.)
- Finalize list of all vacancies classified, certified (resignations, retirement, transfer)

MAY

Monthly Reminders:
- Parent Meeting
- Classroom walk-thrus
- Teacher Evaluations
- Fire Drills/Lockdown
- Student of the Month
- Monitor and respond to the senior failure list
- Coordinate summer school schedule, staffing and facilities with APR
- Conduct Admin Evaluations
- Coordinate with the graduation ceremony and plans
- Support the effective implementation of Summer School
- Monitor the status of all staff (classified & certified) evaluations
- Frequently review staffing needs and communication with H.R.
- Oversee and attend campus and community end of the year celebrations
- Ensure effective and efficient check out procedures for all staff
- Discuss plans summer action items (teacher in service week, back to school registration mail out, discipline procedures update, disciplinary handbook)
- Ensure that work orders for all campus facilities projects have been prioritized, submitted and received by DSF along with a timeline for completion
- Text book information needs to be submitted to CEE-3 as reflected in campus Master Schedule
- Submit requested budget adjustments from M&O budget review for the school year
JUNE
- Review of M&O/ Capital Budget expenditures for the year
- Review status of Title One budget and expenditures
- Frequently review staffing needs, communication with H.R. and interviewing
- Coordination with CFS for campus readiness (teacher desks, student desks, furniture needs)
- Coordinate new hire orientation (room assignments, key distribution, finalize teaching assignment)
- Set staff meeting dates for the school year
- Finalize Instructional Cabinet and CC meetings for the year/ ADMIN meetings
- Finalize PRI evaluation calendar (pre/post/ obs)- principal’s secretary
- Coordinate summer school implementation
- Rest/vacation
- Finalize campus calendar with all meetings and Saturday school session schedule/ extended learning opportunities
- Welcome back letter to staff/ in service schedule for in service week
- Web site update (website manager)
- Attend PUHSD Principal’s Summit- be prepared to integrate new CEE directives

JULY
- Some items subject to completion in June at the discretion of PRI
- Meet with ADMIN team to finalize plans and logistics for freshman orientation, staff in service week, Instructional Cabinet retreat
- Finalize teacher evaluation lists for ADMIN team
- Finalize area of responsibilities and evaluation expectations/ orientation for ADMIN team/ ADMIN PGP/ responsibilities for student cohort/ grade level/ etc.
- Finalize and update GB Policies presentation
- Finalize and update Teacher evaluation orientation presentation
- Finalize details for the opening of school (plan for schedule distribution, ID distribution, no show procedures, etc.)
- Review and finalize Schedule A’s and Schedule F’s for the campus as allocated during the staffing meeting (principal secretary)
- Frequently review staffing needs and communication with H.R. and begin planning for and searching for long term subs
- Submit requested budget adjustments from M&O budget review for the school year
- Attend PUHSD ADMIN Summit- be prepared to integrate new CEE directives
- Attend and facilitate Instructional Cabinet retreat (IL Evaluation Orientation)
- Prepare professional development plan the school year (Title One)
- Welcome new teachers for new teacher induction at campus
- In Service Week
- Welcome back meeting/ introduction/ needs assessment
- Classified evaluation orientation
- Certified evaluation orientation
- GB presentation
- PD rotations
- CIP and school profile updates

POSITIONS TYPICALLY SUPERVISED BY PRINCIPAL

Certified  •  All Certified Personnel (Teachers, Administrators, ESS Facilitator, Nurse, etc.)

Classified  •  Assistant to the Principal
**TIPS & KEYS TO SUCCESS**

- Have a system for monitoring expiration dates for teaching certificates, fingerprint clearance cards, and HQ status
- Take your vacation days whenever you can and take as many days as you possibly can, disconnect from school and district business when you can
- Don’t be afraid to delegate, it enhances leadership capacity on your campus
- When you delegate, make sure delegated tasks are understood and team members have a timeline and materials for completion
- Never tolerate anything less than respectful treatment of you
- Actively solicit feedback from stakeholders, in a variety of ways
- Be open to changing yourself and your leadership style
- Pick the winning battles, not the lose-lose fights
- Build a community of like-minded and a positive people to change the culture of your campus
- Don’t procrastinate on difficult conversations or tasks and handle them face to face
- Hold free time sacred
- When you can, leave early or on time
- Have exceptional time management strategies
- Set measurable and attainable goals, personal, professional, and for leadership growth
- Be easy on yourself and don’t take things personally
- A bad day always ends
- Family first

**CEA & CTA Professional Agreement Language** (Relevant to the Position)

- CTA Proc. 1- Grievance & Appeal Procedures (general)
- CTA Proc. 10- Bell Schedule Approval/ Parameters
- CTA Proc. 4- IL Selection Process/ Duties/ Timelines
- CTA Proc. 8- IL Evaluation Process/ Timelines
- CTA Proc. 5- Schedule F/A Indices & Guidelines/ Supervision Pay
- CTA Proc. 11- Teacher In Service Week Parameters/ Daily KKIS parameters
- CTA Proc. 9-4/ 9-5- Teacher absence reporting guidelines/ absence before and after holidays/ Subs
- CTA Proc. 6- Classloads
- CTA Proc. 2- Campus Committee/ Membership & Enumerated Powers
- CTA Proc. 3- Surplus Language/ Principal’s Surplus Exemption Rights/ School Needs Exemption
- CTA Proc. 3- Teaching Assignments/ Master Schedule Deadlines/ Teaching Assignment Appeals Process
- CTA Proc. 3-2 language
- CEA- Section 10 Hours of Work/ Comp Time/ Over Time
- CEA- Section 46- Interview and Selection
ASSISTANT PRINCIPAL, REGISTRATION (APR)

- Glossary Acronyms
- Role & Responsibilities
- Major Tasks by Month
- Other Related Information
## Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>API</td>
<td>Assistant Principal for Instruction</td>
</tr>
<tr>
<td>APR</td>
<td>Assistant Principal for Registration</td>
</tr>
<tr>
<td>AZELLA</td>
<td>Arizona English Language Learner Assessment</td>
</tr>
<tr>
<td>CEA</td>
<td>Classified Employee Association</td>
</tr>
<tr>
<td>CTA</td>
<td>Certified Teacher Association</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESS</td>
<td>Exceptional Student Services</td>
</tr>
<tr>
<td>PUHSD</td>
<td>Phoenix Union High School District</td>
</tr>
<tr>
<td>SAIS</td>
<td>Student ID number used by State to identify and students</td>
</tr>
<tr>
<td>SIR Form</td>
<td>Form used to grant synergy access</td>
</tr>
<tr>
<td>SOI</td>
<td>Statement of Intent (for new PUHSD courses)</td>
</tr>
<tr>
<td>STUGO</td>
<td>Student Government</td>
</tr>
</tbody>
</table>
# ASSISTANT PRINCIPAL, REGISTRATION (APR)

## MAJOR JOB DUTIES & RESPONSIBILITIES (IN GENERAL)

1. Creating and maintaining the master schedule (leveling classes; building sections; closing classes; overseeing enrollment; overseeing ESO)
2. Directing Student Support Services (Student Liaisons, Community Liaison, Crisis Team, Social Worker, Student Prevention Interventionist, Counseling, Student Groups, etc.)
3. Oversee the Counseling Department
4. Oversee the Registration Department
5. Manage the PUHSD Attendance Policy (monitoring, hearings, student letters, etc.)
6. Plan and implement Summer School
7. Create and maintain the school’s Bell Schedule
8. Oversee Dual Enrollment with colleges/universities
9. Articulation with partner schools
10. Oversee Transportation
11. Create and maintain staffing reports
12. Planning and implementing the opening/closing of semesters and school year
13. Oversee grade submissions, SAIS data cleanup and submissions, running queries in Synergy, etc.)
14. Understand the professional agreement and language when building the master schedule and dealing with grievances.

## MAJOR TASKS BY MONTH

**JULY**
- Set due date for 45 Day School Screening
- Modify Master Schedule and meet with Instructional Leaders regarding changes.
- Run MST406 “open periods/See Counselor” so that Counselors can clean up student schedules
- Plan for the opening day of school (schedule distribution; id distribution; free & reduced lunch application; etc)
- Review PUHSD Attendance Policy for staff in-service
- Work with new teachers (SIR Form, copy of their teaching assignment, student rosters, etc.)
- Meet with ESS Facilitator to ensure that Case Workers have access to their students and that ESS students are properly placed
- Meet with ESL Instructional Leader to ensure students are properly placed according to AZELLA results

**AUGUST**
- Ensure that all students have a full schedule
- Continue with master schedule clean up (leveling classes, closing classes, adding classes, etc.)
- Request .2s from HR
- Ensure that all teachers have access to Synergy and Teacher Vue
- Ensure that 10 Day Drops are completed by Student Liaisons
- Ensure that Counselors complete Senior checks
- Progress Report
- Generate a list of students with incompletes to notify teacher and student regarding deadlines
- SOI notification to teachers
SEPTEMBER
- Prepare for Fall Staffing Meeting with HR
- 45 Day Screening due this month
- Progress report generated
- Evaluate certified staff
- Continue to monitor the master schedule

OCTOBER
- Generate first term grades
- Progress report generated
- Run MST406 for second semester so that Counselors can modify schedules
- Begin eighth grade visits and recruitment
- Meet with Instructional Leaders to finalize second semester master schedule
- Continue to evaluate teachers

NOVEMBER
- Plan for opening day of second semester
- Generate progress reports
- Review .2s
- Work with Shegun Sholola to rollover master schedule for following school year
- Eighth grade recruitment
- Create rough draft of the following school year’s bell schedule
- Continue with evaluations

DECEMBER
- Generate grade reports and progress reports
- Evaluate classified employees

JANUARY
- Oversee the opening of second semester
- Ensure that 10 day drops are completed
- Run a query of first semester student failures for counselors and API
- Prepare for spring staffing meeting with HR
- Continue with evaluations
- Generate possible non-grad certified letters
- Generate a list of first semester incompletes to notify teachers and students re: due dates

FEBRUARY
- Finalize following school year’s Bell Schedule for Campus Committee approval
- Meet with Instructional Leaders regarding the following school year’s master schedule
- Begin planning of summer school
- Continue evaluations
- Begin registering current students for the following school year
- Continue registering incoming eighth graders

MARCH
- Submit final Bell Schedule to Shegun Sholola
- Generate grades and progress reports
- Conduct initial graduation conversations with seniors
- Complete master schedule for the following school year
- Continue to plan for summer school
- Continue to register incoming eighth graders
- Staffing and hiring for following school year
APRIL
- Monitor master schedule
- Continue to register incoming eighth graders
- Plan Counseling and Registration staff summer addendum dates
- Meet with the Bookstore Manager re: new courses, textbooks, and teaching materials needed for the following school year
- Generate progress reports
- Ensure that teachers generate senior failure notices
- Continue to plan for summer school

MAY
- Graduation
- Oversee the opening of summer school
- Oversee the closing of second semester and the school year
- Notify teachers re: their teaching assignment for the following school year
- Identify summer school graduates

JUNE
- Monitor summer school
- Check on staffing for the following school year
- Monitor the master schedule
- Monitor Counselors and that they are cleaning up their student’s schedules

POSITIONS TYPICALLY SUPERVISED BY APR

Certified
- Counselors
- Assigned teachers for evaluation purposes

Classified
- Registration Staff
- Liaisons (Student & Community)
- Other assigned classified staff

TIPS & KEYS TO SUCCESS
- Learn the Registrar’s Position (running queries, building classes, closing classes, etc.)
- Ensure that you have the same access to Synergy as your Registrar
- APR duties are based on a cycle and calendar. Follow it!
- Be emotionally balanced.
- Communication with Counselors is key
- Be connected to the community
- Be flexible

CEA & CTA PROFESSIONAL AGREEMENT LANGUAGE (Relevant to the Position)
- Proc. 1-6
EVALUATION

- Completed master schedule
- Meeting deadlines
- Smooth opening/closing of semesters and school year
- Stakeholder relationships
ASSISTANT PRINCIPAL, INSTRUCTION (API)

- Glossary Acronyms
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<td>ACT</td>
<td>College Entrance Exam</td>
</tr>
<tr>
<td>ADE</td>
<td>Arizona Department of Education</td>
</tr>
<tr>
<td>ALEAT</td>
<td>Arizona Local Education Agency Tracker</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>API</td>
<td>Assistant Principal for Instruction</td>
</tr>
<tr>
<td>APR</td>
<td>Assistant Principal for Registration</td>
</tr>
<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination</td>
</tr>
<tr>
<td>AZ Merit</td>
<td>Arizona’s State Assessment for School Accountability</td>
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<td>AZELLA</td>
<td>Arizona English Language Learner Assessment</td>
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<td>CEA</td>
<td>Classified Employee Association</td>
</tr>
<tr>
<td>CEE</td>
<td>Center for Educational Excellence (District Office)</td>
</tr>
<tr>
<td>CIP</td>
<td>Continuous Improvement Plan</td>
</tr>
<tr>
<td>CIP Goals</td>
<td>Continuous Improvement Plan Goals</td>
</tr>
<tr>
<td>CRTs</td>
<td>Semester Benchmark Exams</td>
</tr>
<tr>
<td>CTA</td>
<td>Certified Teacher Association</td>
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<tr>
<td>E.Q</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>ELL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESS</td>
<td>Exceptional Student Services</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent (for Staffing)</td>
</tr>
<tr>
<td>HQ</td>
<td>Highly Qualified</td>
</tr>
<tr>
<td>IB</td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>NAEP</td>
<td>National Assessment used to compare schools and districts around the country</td>
</tr>
<tr>
<td>PDS</td>
<td>Professional Development Specialist</td>
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<tr>
<td>PLC</td>
<td>Professional Learning Communities</td>
</tr>
<tr>
<td>PSAT</td>
<td>SAT Exam used for underclassman in preparation for SAT and to identify National Merit Scholars</td>
</tr>
<tr>
<td>RAVEN</td>
<td>Gifted Placement Test</td>
</tr>
</tbody>
</table>
ASSISTANT PRINCIPAL, INSTRUCTION (API)

MAJOR JOB DUTIES & RESPONSIBILITIES (IN GENERAL)

1. Instruction - Effective Teaching/Learning - Professional Development Cadres, Instructional Leadership Teams, Professional Learning Communities, Specialized Learning Programs - AP/Gifted, Magnet, AVID, Virtual Learning, IB, Montessori, Dual Enrollment, etc.

2. School Improvement/CIP - ADE ALEAT reports, School Improvement Team, Data Analysis/Dialogs, Surveys, Communication Regarding State/Federal Assessment Labels

3. Assessment - State/National Testing - CRTs, AZELLA, Advanced Placement, AZ Merit, ACT, Aspire; Testing In-services, Testing Accountability, Testing Bell Schedules, Testing Assignments, Communication regarding data

4. Title I Budget/Interventions - Manage, approve budget; Approve requisition requests and payroll; Document and monitor expenditures; Organize and fund interventions - Freshmen Orientation, Saturday School, Highly Qualified/AVID Tutoring, Professional Development, .2 FTE Allocations, Concept/Credit Recovery Opportunities; Title I Communication (newsletter/webpage)

5. Evaluations - Certified and Classified; Professional Development for Certified Evaluation Process; Classroom Walk-throughs and Feedback;

6. Student Recognition - Honors & Awards Academic Letters Program; Routine Acknowledgement of Student Success (Student of the Month, Video Recognition, etc.)

MAJOR TASKS BY MONTH

JULY
- Freshmen Orientation
- Back to School Professional Development/New Teacher Cadre
- Instructional Leadership Team Retreat
- ALEAT Update – CIP Goals, Interventions, Funding
- Title I Budget Accountability & Review – Summer Cadres & Artifacts, Requisitions, Summer Timesheets, Artifacts, Payroll
- AVID College Tutor Hiring
- Academic/Professional Development Calendar for the year
- AVID Summer Institute
- AVID Site Council Meeting & Site Council Plan Goals
- AVID College Tutor Interviews

AUGUST
- Title I Newsletter/Communication
- Open House Planning/Preparation – Title I Parent Communication
- Evaluation In-Service/Notice of Evaluation Dates for Certified Staff
- Title I Intervention Orientation – HQ Tutoring, Saturday School, etc.
- Title I Budget Accountability & Review
- Planning/Preparation for School Improvement Team
- Instructional Leadership Team/CIP Meetings & Agendas
- Schedule Major Responsibilities for the Year
- CEE API & API/PDS Meetings
- Classroom Walk-throughs
- RAVEN Testing
- Professional Growth Plans for Certified Staff due August 30
- AVID Site Council Meeting
SEPTEMBER
- Open House
- School Improvement Summit
- Certified Evaluations

OCTOBER
- PLC Quarterly Reviews
- AZ Merit, PSAT, Aspire 10 Testing
- Certified Evaluations & Classroom walk-throughs
- Title I Budget Accountability (New Fiscal year begins October 1)
- Fall Recess/Interventions
- Title I Newsletter
- Instructional Leadership Team/CIP Meetings & Agendas
- CEE API & API/PDS Meetings
- AVID Site Council Meeting

NOVEMBER
- Title I Mega Conference
- Certified Evaluations & Classroom walkthroughs
- Title I Budget Accountability & Review
- ALEAT Update – CIP Goals, Interventions, Funding
- Instructional Leadership Team/CIP Meetings & Agendas
- CEE API & API/PDS Meetings
- AVID Site Council Meeting

DECEMBER
- Certified Evaluations & Classroom walkthroughs
- Title I Budget Accountability & Review
- ALEAT Update – CIP Goals, Interventions, Funding
- PLC Quarterly Reviews
- Staff/Student Celebrations & Recognition
- Instructional Leadership Team/CIP Meetings & Agendas
- CEE API & API/PDS Meetings
- AVID Site Council Meeting

JANUARY
- Notification of Second Semester Evaluation Dates to Certified Staff
- Title I Budget Accountability & Review
- ALEAT Update – CIP Goals, Interventions, Funding
- Staff/Student Celebrations & Recognition
- Instructional Leadership Team/CIP Meetings & Agendas
- CEE API & API/PDS Meetings
- Certified Evaluations & Classroom walkthroughs
- Finalizing ACT Test Orders
- Finalizing Title I Budget Requests for CEE Meeting in February
- AVID Site Council Meeting
FEBRUARY
- NAEP Testing as Applicable
- Testing In-services
- AZELLA Testing
- Title I Budget Accountability & Review
- ALEAT Update – CIP Goals, Interventions, Funding
- Certified Evaluations & Classroom walkthroughs
- Staff/Student Celebrations & Recognition
- Instructional Leadership Team/CIP Meetings & Agendas
- CEE API & API/PDS Meetings
- CEE Title I Budget Meeting for Campus
- AVID Site Council Meeting

MARCH
- PLC Quarterly Reviews
- Preparation/Planning/Implementation for AZ Merit Testing
- Spring Recess/Interventions
- Title I Budget Accountability & Review
- ALEAT Update – CIP Goals, Interventions, Funding
- Certified Evaluations & Classroom walkthroughs
- Staff/Student Celebrations & Recognition
- Instructional Leadership Team/CIP Meetings & Agendas
- CEE API & API/PDS Meetings
- Advanced Placement Test Orders
- AZELLA Testing
- AVID Site Council Meeting

APRIL
- Title I Budget Accountability & Review
- ALEAT Update – CIP Goals, Interventions, Funding
- Staff/Student Celebrations & Recognition
- Instructional Leadership Team/CIP Meetings & Agendas
- CEE API & API/PDS Meetings
- Preparation/Planning for AIMS Science, AZ Merit & ACT Testing
- AIMS Science, AZ Merit & ACT Testing
- Planning/Preparation for Summer Title I Cadres & Interventions
- AVID Site Council Meeting

MAY
- PLC Quarterly Reviews
- Certified Evaluations by May 1 & Classroom walkthroughs
- AP Testing
- Summative Evaluations by May 15
- Planning/Preparation for Summer Title I Cadres & Interventions
- Title I Budget Accountability & Review
- ALEAT Update – CIP Goals, Interventions, Funding
- Staff/Student Celebrations & Recognition
- Instructional Leadership Team/CIP Meetings & Agendas
- Planning/Preparation for Instructional Leadership Team Retreat
- Planning/Preparation for Back to School In-Service Professional Development
- AVID Site Council Meeting
JUNE
- Summer Recess
- AVID Interviews for Incoming Freshmen

POSITIONS TYPICALLY SUPERVISED BY API

**Certified**
- Certified Teachers
- Professional Development Specialist (PDS)
- Librarian/Information Specialist
- AVID Coordinators

**Classified**
- Testing Coordinator
- Senior Office Assistant for Instruction
- ESS Instructional Assistants
- ELL Instructional Assistants & ELL Senior Office Assistants
- Media Techs
- Computer Lab Assistants
- AVID Tutors

TIPS & KEYS TO SUCCESS

- July – Calendar as much as possible for the year on Outlook (testing dates, evaluation dates, major campus events, walk-through dates, Instructional Leadership meetings, School Improvement meetings, etc.)
- Build relationships with teachers, faculty, staff, parents, etc. such as interacting before school, during lunch, after school, passing periods
- Build a trusting relationship with the Senior Office Manager for Instruction
- Maintain professionalism and be aware of your emotional intelligence (E.Q)
- Honor people’s time – start/end on time for in-services, meetings, etc.
- Do What You Say You’re Going to Do – Build integrity
- Learn to prioritize and avoid reacting to “perceived” emergencies
- Establish an open door policy to listen to concerns/feedback from others
- Always conduct meetings with planned agendas
- Cultivate teacher, student and classified leaders based on their strengths and interest/willingness to lead
- Model effective teaching/learning practices as much as possible such as during Instructional Leadership Team meetings, staff in-services, etc.

CEA & CTA PROFESSIONAL AGREEMENT LANGUAGE (Relevant to the Position)

- CEA – Hours of Work, Overtime/Compensatory Time
- CEA – Personal Safety, On the Job Accidents Resulting in Injury
- CEA – Leaves of Absence
- CEA – Evaluation/Performance Review/Remediation Plan
- CEA – Job Descriptions
- CEA – Interview Procedures
- CTA – Employee Rights (Proc 1)
- CTA - Salary Compensation (Proc 5)
- CTA – Travel Reimbursement Guidelines
- CTA – Professional Development Guidelines
- CTA – Assessment/Evaluation (Proc 8)
- CTA – Professional Conduct (Proc 11)
• CTA – Pre-service/In-service Training (Proc 7)
• CTA – Rules of Work (Proc 10)
ASSISTANT PRINCIPAL, STUDENT OPPORTUNITIES (APO)

• Glossary Acronyms
• Role & Responsibilities
• Major Tasks by Month
• Other Related Information
# Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>ADs</td>
<td>Athletic Directors</td>
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<tr>
<td>AIA</td>
<td>Arizona Interscholastic Association</td>
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<tr>
<td>APO</td>
<td>Assistant Principal for Student Opportunities</td>
</tr>
<tr>
<td>CEE</td>
<td>Center for Educational Excellence (District Office)</td>
</tr>
<tr>
<td>PA</td>
<td>Public Announcement System (used for all calls)</td>
</tr>
<tr>
<td>PUHSD</td>
<td>Phoenix Union High School District</td>
</tr>
</tbody>
</table>
## ASSISTANT PRINCIPAL, STUDENT OPPORTUNITIES (APO)

### MAJOR JOB DUTIES & RESPONSIBILITIES (IN GENERAL)

1. Coordination of athletic schedules
2. Coaching selection and evaluations
3. Athletic transportation and school vans
4. Facility supervision and coordination
5. Clearing of coaches and athletes
6. Oversee clubs and activities
7. Teacher evaluations

### MAJOR TASKS BY MONTH

**JULY**

- Fall Sports facilities (Check and repair)
  - Gyms (bleachers, floor, scoreboard)
  - Stadium bleachers
  - Restroom and concession stands
  - Press box and PA system
  - Stadium scoreboard
  - Irrigation system (watering times adjusted for games)
  - Grass maintenance
  - Stadium lights (clean and replace)
  - Assignment of locker rooms (fall sports)
- Clearing fall coaches
- Appointment of fall coaches (if applicable)
- Print/post schedules (fall sports)
- Finalize & confirm fall sports schedules
- Club sponsor in-service
- Beginning of the year coaches’ meeting (discuss future meetings schedule)
- Concession stand permit
- Confirm pre-season fall scrimmages (forward to district and AIA)
AUGUST
• Update AIA school information and AIA passes
• Submit transportation request to district office for fall sports
• Clearing of athletes & coaches for fall sports
• Advertise coaching vacancies
• Confirmation of contest, officials & transportation
• Arrange workers for fall sports
  ▪ Security
  ▪ Police
  ▪ Maintenance
  ▪ Ticket Sales
  ▪ Concession
  ▪ Scoreboard Operator
  ▪ Announcer
  ▪ Score Keeper
  ▪ Trainer
  ▪ Team Doctor
• Coordinate Homecoming details
  ▪ Verify all Club Sponsors

SEPTEMBER
• Confirmation of contest, officials, workers, and transportation
• Meet AIA State tournament requirements
• Clearing of winter coaches
• Coordination of pre-season conditioning for winter sports
• Finalize winter schedules

OCTOBER
• Winter Sports facilities (Check and repair)
  ▪ Gyms (bleachers, floor, scoreboard)
  ▪ Stadium bleachers
  ▪ Restroom and concession stands
  ▪ Press box and PA system
  ▪ Stadium scoreboard
  ▪ Irrigation system (watering times adjusted for games)
  ▪ Grass maintenance
  ▪ Stadium lights (clean and replace)
  ▪ Assignment of locker rooms (winter sports)
• Clearing of athletes & coaches for winter sports
• Appointment of winter coaches (if applicable)
• Print/post schedules (winter sports)
• Finalize & confirm winter sports schedules
• Practice/conditioning schedules for gyms/fields
• Evaluate athletic needs for equipment/uniforms budget
• Confirmation of contest, officials, workers, and transportation
• Confirm pre-season winter scrimmages (forward to district and AIA)
• Clearing of athletes for winter sports
• Coordinate over-seeding of fields
NOVEMBER • Fall coaches’ evaluations
• Clearing of athletes & coaches for winter sports
• Submit transportation request to district office for winter sports
• Print/post schedules (winter sports)
• Confirmation of contest, officials, workers, and transportation
• Arrange workers for winter sports
  ▪ Security
  ▪ Police
  ▪ Maintenance
  ▪ Ticket Sales
  ▪ Concession
  ▪ Scoreboard Operator
  ▪ Announcer
  ▪ Score Keeper
  ▪ Trainer
• Finalize and submit athletic budget to district athletics
• Inventory turn-in of all equipment and uniforms for fall sports

DECEMBER • Develop holiday practice/schedules
• Confirmation of contest, officials, workers, and transportation
• Input of athletic budget in to Munis

JANUARY • Confirmation of contest, officials, workers, and transportation
• Confirm pre-season spring scrimmages (forward to district and AIA)
• Clearing of athletes for spring sports

FEBRUARY • Submit transportation request to district office for spring sports
• Confirmation of contest, officials, workers, and transportation
• Coordinate date for spring sport physicals (must occur after 3/1)
• Print/post schedules (spring sports)
• Winter Coaches’ Evaluations
• Clearing of athletes for spring sports
• Inventory turn-in of all equipment and uniforms for winter sports

MARCH • Winter coaches’ evaluations
• Advertise coaching vacancies for fall sports if needed (5/1 deadline)
• Confirmation of contest, officials, workers and transportation

APRIL • Confirmation of contest, officials, workers and transportation
• Advertise coaching vacancies for fall sports if needed (5/1 deadline)
• Coordination of stadium field end-of-year maintenance
• Begin athletic scheduling for the following year

MAY • Check computer schedules for following school year
• Summer facility/gyms and transportation calendar
• Posting of Fall coaching vacancies
• Spring Coaches’ evaluations
• Order award letters/certificates/numbers for following school year
• Coordinate/finalize fall pre-season scrimmages (forward to District and AIA)
POsITIONS TYPICALLY SUPERVISED BY APO

Certified
- Athletic Trainer
- Coaches
- Club Sponsors

Classified
- Equipment Manager
- Administrative Assistant
- Bookstore (Site-Based determined)
- Maintenance (Site-Based determined)
- Security (Site-Based determined)

TIPS & KEYS TO SUCCESS

- Communicate closely with your Administrative Assistant
- Building relationships and clear communication with all stakeholders
- Working knowledge of AIA bylaws and PUHSD manuals
- Networking with in-district/out-of-district ADs
- Familiarization with CEE departments and personnel
- Working relationship with Plant Manager
- Learn to delegate

EVALUATION

- Guided by the 6 ISLLC standards and major duties and responsibilities as listed above

OTHER

- Scheduling of maintenance and month Voyager reports for school vans/mini-buses
- Coordination of graduation responsibilities
- Coordination with bookstore as it relates to athletics and clubs
- Coordination and supervision of campus fundraisers
- Supervision of vending machines
- Facility rentals
- Booster clubs
- Assist with assemblies
- Student injury reports
- Shared administrative campus coverage
- Game management
ASSISTANT PRINCIPAL, STUDENT SUCCESS (APS)

- Glossary Acronyms
- Role & Responsibilities
- Major Tasks by Month
- Other Related Information
## Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>APS</td>
<td>Assistant Principal for Student Success</td>
</tr>
<tr>
<td>CEA</td>
<td>Classified Employee Association</td>
</tr>
<tr>
<td>CTA</td>
<td>Certified Teacher Association</td>
</tr>
<tr>
<td>ED</td>
<td>Emotionally Disabled</td>
</tr>
<tr>
<td>ER</td>
<td>Emergency Response</td>
</tr>
<tr>
<td>ESS</td>
<td>Exceptional Student Services</td>
</tr>
<tr>
<td>LRE</td>
<td>Least Restrictive Environment</td>
</tr>
<tr>
<td>PLC</td>
<td>Professional Learning Communities</td>
</tr>
<tr>
<td>SPIS</td>
<td>Student Prevention Intervention Specialist</td>
</tr>
<tr>
<td>SRO</td>
<td>School Resource Officer</td>
</tr>
</tbody>
</table>
ASSISTANT PRINCIPAL, STUDENT SUCCESS (APS)

MAJOR JOB DUTIES & RESPONSIBILITIES (IN GENERAL)

1. Prepare a "Teacher Information Packet" that includes all necessary materials related to the APS Office
2. Ensure that student handbooks are distributed, “Student Handbook Video” is watched, and all relevant paperwork is collected and documented
3. Hold regular meetings to discuss student discipline data, campus safety, interventions, and emergency/crisis planning
4. Process and maintain a system for all incoming referrals in a timely manner
5. Prepare for and serve as the primary presenter for Due Process Hearings
6. Work with support staff to complete and submit necessary reports: SRO reports, Mandated Group Reports, Threat Assessment Reports, Fire Drill Logs, and other reports as assigned by principal
7. Oversee Emergency Response Plan and train staff on plan. Coordinate fire drills/lockdowns as required by board policy
8. Provide assistance and coaching to teachers experiencing challenges for classroom management.
9. Conduct investigations and report findings as assigned by principal
10. Inform principal immediately of allegations related to unprofessional conduct by staff members or students
11. Complete all assigned certified and classified evaluations
12. Participate in instructional improvement activities

MAJOR TASKS BY MONTH

JULY
- Prepare a "Teacher Information Packet" that includes all necessary materials related to the APS office
- Train staff on referral procedure and emergency response plan
- Organize teams that you oversee and create a timeline for meetings throughout the school year such as (Huttluff Committee, ER)
- Ensure security coverage as necessary for events
- Meet with classified staff for line of authority and employee expectations
- Present at Freshman Orientation

AUGUST
- Distribute student handbooks, ensure that all students watch video, and collect all necessary paperwork
- Begin updating emergency response plan, meet with team
- Begin scheduling evaluations
- Conduct lockdown and fire drill
- Meet with incoming students with discipline issue and place on behavior plans (throughout the year)
SEPTEMBER  
• Submit Emergency Response  
• Begin conducting evaluations  
• Conduct Fire Drill and team meetings  
• Begin Classified Evaluations  
• Conduct Fire Drill and team meetings  
  
OCTOBER  
• Begin Classified Evaluations  
• Conduct Fire Drill and team meetings  
• Submit SRO Quarterly Report  
  
NOVEMBER  
• Conduct Fire Drill and team meetings  
• Complete certified evaluations for cycle  
  
DECEMBER  
• Conduct Fire Drill and team meetings  
• End of Semester prep  
• Submit SRO Quarterly Report and Mandated Group Reports  
• Begin scheduling certified cycle 2 evaluations  
  
JANUARY  
• Conduct Fire Drill and team meetings  
• Review behavior expectations with students  
• Meet with incoming students with discipline issue and place on behavior plans (throughout the year)  
  
FEBRUARY  
• Conduct Fire Drill and team meetings  
• Send out reminder about Valentine’s Day gifts/balloons to staff  
  
MARCH  
• Conduct Fire Drill and team meetings  
• Assist with testing as needed  
• Submit SRO Quarterly Report  
  
APRIL  
• Conduct Fire Drill and team meetings  
• Assist with testing as needed  
• Complete certified cycle 2 evaluations  
• Meet with seniors to discuss end of the year expectations  
  
MAY  
• Conduct Fire Drill and team meetings  
• Inform students/parents/staff about “No Backpacks” at the end of the school year. (Send communication to parents/students and have a plan in place for backpacks that show up.)  
• Complete classified evaluations  
• Complete certified summative evaluations by 15th  
• Submit End of the year reports: mandated groups, SRO, threat assessment, etc.  
  
JUNE  
• Ensure summer school administrator conducts Fire Drill and team meetings
POSITIONS TYPICALLY SUPERVISED BY APS

Certified
- Social Worker
- Nurse

Classified
- SPIS
- Senior Office Assistant
- Student Study Facilitator
- Security
- Student Liaisons
- Community Liaison

TIPS & KEYS TO SUCCESS

- Keep track of all referrals for Threat Assessment
- Work closely with ESS Department/Student Support Services to identify students that require additional interventions
- Email teachers regularly to provide Tips and Reminders
- Collaborate with SRO for LRE requirements
- Work closely with Success Seminar (ED Teacher)
- Document communication with students, parents, and staff
- Establish positive relationships with school community
- Check and edit all letters before being sent out
- Learn Student Discipline Handbook
- Contact Frenche Colbert if you have ongoing issues with a classified staff member
- Know your students, be visible, and be consistent
- Don’t take anything personal
- Balance work and home. Keeps snacks in your desk
- De-escalate situations

CEA & CTA Professional Agreement Language (Relevant to the Position)

- CEA- Section 10: Hours of work, reporting absences
- Section 11: Overtime and Comp time
- Section 18: Leave of Absence
- Section 23: Seniority
- Employee Discipline Handbook- updated version is usually online. Learn timeline for discipline
- CTA- Evaluation Timelines, Improvement Plans and follow through
- Student Discipline Proc 1-3
EVALUATION

- Processing of referrals in an ethical and timely manner (Measurable by sample of referrals)
- Communication with parents, staff, students, other community members as necessary (Measurable contact log or other form of documentation)
- Conducting regular meetings for teams (Measurable by agendas)
- Oversee campus safety and security (Measureable by ER Plan, Fire Drill/Lockdown Logs, etc.)
- Display professional and ethical behaviors (Measurable by observation)
- Conduct certified and classified evaluations in a timely manner and provide necessary support (Measured by PLC notes, evaluation scores, walkthrough data, etc.)

JOB DESCRIPTION

- Participate in instructional improvement activities
- Supervise student attendance and attendance procedures
- Confer with parents, faculty, staff, and others in seeking solutions to academic and social/emotional needs of students
- Participate as a member of various community, unit, and district committees
- Assist with the evaluation of certified personnel and the supervision and evaluation of classified personnel
- Coordinate and supervise the work of the campus security to ensure school safety
- Be responsible for campus property control and key control
- Process student referrals in matters of discipline, attendance, and due process hearings
- Oversee emergency response plan
- Other duties as assigned by principal
- Communicate policies and procedures concerning student discipline to staff and students
- Maintain accurate records and submit required reports
IMPORTANT

CTA PROFESSIONAL AGREEMENT LANGUAGE

• Critical Language
• Language Deadlines by Month
CTA PROFESSIONAL AGREEMENT LANGUAGE

CRITICAL LANGUAGE (IN GENERAL)

1. No Shows will be removed after the 10th day of the semester (Per ADE regulations). The goal is for leveling to take place by the end of the second week of the semester.

2. At the end of their probationary status, teachers shall develop a Professional Growth Plan prior to their annual evaluation and no later than May 1st to be implemented and assessed during the subsequent year.

3. All teachers shall be given notice of their tentative assignments for the forthcoming year as soon as the master schedule is completed, and in no event later than the first day of the next to last week of school. When changes in schedule must be made after that date, an attempt shall be made to contact the teacher by telephone. If contact is not made by phone, a follow-up letter shall be sent immediately to the teacher, using the summer address left by the teacher in the school office, with a copy to the CTA.

4. An abbreviated class schedule ending no later than noon shall be provided on the final Friday of each established grading term that does not end a semester to allow teachers adequate time for student evaluation and grade preparation. No department or faculty meetings will be scheduled on these days. Teachers shall submit grades to the registration office no later than 8:00 A.M. on the following Tuesday or by 4:00 P.M. on that day if that day precedes a Board-declared holiday or recess day. This will ensure that students will receive their grade reports in a timely manner.

5. By 3:00 each Tuesday of the school year, each classroom teacher will be given a roster of his/her students who are subject to the No Pass/No Play regulation. [Language was revised during Negotiations 14-15]

6. By 4:00 PM on each Friday, the Assistant Principal for Athletics shall provide lists of students who have been designated as failing or in danger of failing any courses to all coaches, sponsors and head counselors [Language revised during Negotiations 14-15]

7. By 4:00 PM on each Friday, the Assistant Principal for Athletics shall generate and mail to each parent of an ineligible student a letter of notification. [Language revised during Negotiations 14-15]

8. Dead Week Five school days prior to semester examinations and the last three school days of all other grading periods shall be activity-free. Generally, there shall be no school/teacher-planned assemblies, activities, competitions, or brown slipping of students during the school day. However, the Campus Committee may approve school activities and programs in recognition of human and civil rights. Other exceptions shall be allowed for events which are scheduled outside campus and/or District control. Any other exceptions to this policy must be approved by the Campus Committee.

9. Faculty Meetings - The principal shall schedule a minimum of one faculty meeting per month. The day on which the faculty meeting is scheduled may be shortened. The meeting shall not exceed the duration of the professional work day. Faculty attendance for the full duration of the meeting shall be expected, unless excused through prior principal approval. The meeting may be canceled through the mutual concurrence of the principal/unit supervisor, and the CTA campus representative.

10. Faculty Meeting Agenda The faculty meeting agendas shall be determined by the principal and the CTA campus representative and appropriately posted at least 24 hours in advance

11. Meetings/In-Service at Start of School Year Up to two full days may be scheduled for District, unit, and department meetings during the four days of teacher preparation time at the beginning of the school year. The equivalent of two full days will be reserved for individual teacher preparation.

12. The Principal will be the immediate supervisor of the Athletic Trainer who will also be responsible to the campus and district Athletic Directors. The Athletic Trainers will meet regularly as a group with the district Athletic Director but the group will not be considered a department and will have no designated instructional leader.
13. Nurses are responsible to the principal/designee in matters relating to the school and may be invited to attend staff meetings. In matters pertaining to medicine and areas relating thereto, nurses may consult a medical advisor.

### MAJOR TASKS BY MONTH

<table>
<thead>
<tr>
<th>JULY</th>
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<tbody>
<tr>
<td>PA 2.5, 6 - Establish Campus Committee</td>
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<tr>
<td>PA 3.1, 2 - Verify Assignments, need for .2’s etc.</td>
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<tr>
<td>PA 1.3, 4 – Inform staff disciplinary rules</td>
<td></td>
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<tr>
<td>PA 11.5 – Approve Security Plan</td>
<td></td>
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<tr>
<td>PA 11.4 – KKIS Plan approval</td>
<td></td>
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<tr>
<td>PA 10.5 – IMC Level of Service</td>
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<tr>
<td>PA 1.1 – Representation update with Admin</td>
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<tr>
<td>Evaluation Assignments</td>
<td></td>
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<tr>
<td>No Major afterschool meetings on Wednesdays</td>
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<tr>
<td>Set Principal-Unit Chair meeting schedule</td>
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<table>
<thead>
<tr>
<th>AUGUST</th>
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<tbody>
<tr>
<td>PA 2.4, 5 – Statement of Intent Process begins</td>
<td></td>
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<tr>
<td>PA 10.4 – Dead week</td>
<td></td>
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<tr>
<td>PGP’s due by August 31st</td>
<td></td>
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<tr>
<td>PA 6.1 – Level classes and No Shows by second week</td>
<td></td>
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<tr>
<td>PA 10.2 – Assembly days/schedules for year</td>
<td></td>
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<tr>
<td>PA 5.9 – Reminder of Salary Advancement dates</td>
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<thead>
<tr>
<th>SEPTEMBER</th>
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<tbody>
<tr>
<td>Vacant coaching positions for Winter and Spring sports shall be advertised by September 1</td>
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<tr>
<td>Teachers completing the requirements for advancement through the salary schedule for education prior to September 1 shall have their contracts rewritten to reflect the increased salary, provided proof of completion of requirements (verification forms, credit evaluation form, transcripts and Certificates of Completion) is submitted to the Talent Division prior to November 1.</td>
<td></td>
</tr>
<tr>
<td>Exceptions to the instructional leader selection process may be made at the discretion of the principal in the event that fifty percent or more of the teaching positions are unfilled within a given department, cluster, or program. Instructional leader selections will be made no later than September 10.</td>
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<thead>
<tr>
<th>OCTOBER</th>
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<tbody>
<tr>
<td>A pre-conference will be held by the principal/designee and the instructional leader by October 1 to discuss departmental goals, objectives, action plans, and to review the instructional leader’s evaluation process.</td>
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<td>Teachers submitting documentation by October 1 and qualifying for a contract adjustment shall receive the adjusted contract and adjusted salary-to-date prior to December 31 of the same year</td>
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NOVEMBER

DECEMBER
• Observation Cycle 1 shall be completed by December 1

JANUARY
• PA 10.3 – Begin Testing Schedule and Proctor Planning

FEBRUARY
• The teacher’s input to the individual/department feedback form for instructional leaders must be completed and forwarded to the principal/designee by February 15
• PA 10 - Bell Schedule Adoption begins
• PA 3.1, 2 – Begin Master schedule/Assignments, need for .2’s etc

MARCH
• The instructional leader evaluation and post-conference to review the evaluation must be completed by the principal/designee by March 1
• The student station list is to be updated by March 1 for the following school year
• The principal/designee shall seek input before the adoption of a schedule that changes the length or arrangement of periods in the work week. Such input shall consist of, but not be limited to instructional leaders as a group, the Campus Committee, and ultimately the entire faculty. This process shall be completed by March 1 of the school year prior to the adoption of the schedule.
• If a teacher wishes to extend their reduced assignment after the year of reduced assignment is completed, the employee must reapply to the principal for an extension by March 1. Final decision is at the District’s discretion.
• PA 3.1, 2 – Master schedule/Assignments, need for .2’s etc
• PA 10.3 – Testing Schedule and Proctor Planning

APRIL
• All IL openings will be advertised on campus by April 15 annually
• When instructional leader vacancies occur, the principal and CTA unit chair will conduct a meeting by April 15 (or when a vacancy occurs) for all members of all affected departments
• PA 3.1, 2 – Master schedule/Assignments, need for .2’s etc
• A list of all special campus assignments shall be advertised annually to certificated personnel on the campus prior to staffing positions (suggest April 15)

MAY
• IL selections will be made and posted by May 1st.
• Vacant coaching positions for Fall sports shall be advertised by May 1 for the following year.
• In the event no members of the department are willing to be applicants for IL or are not recommended position will be advertised District-wide. The principal will conduct the interview and forward the name of the recommended applicant by May 20 to the Talent Division.
• Observation Cycle 2 shall be completed by May 1
• All Summative Conferences completed by May 15
PUBLIC CONCERNS / COMPLAINTS
ABOUT PERSONNEL
PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL
(This Form to be Submitted to the Employee's Supervisor)

Person against whom the complaint is made __________________________
Employee's position ___________ School/dept. _______________________
Person(s) or group filing complaint____________________________________
Complainant's address ___________________________ Phone_______________
Date complaint is filed ______________________________________________
Has problem been discussed with the employee?
☐ Yes ☐ No Date ________________________________
Has problem been discussed with the employee’s supervisor?
_________________________________________________________________
☐ Yes ☐ No Date ________________________________
Would you be willing to participate in mediation?
☐ Yes ☐ No

Summary of the charges (description of incident or event, including date, place, time, additional persons, alleged improper conduct, and suggested solution):
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
CAMPUS-LEVEL EMERGENCY
(threat, facilities)

When an emergency occurs on a campus, the following actions may take place simultaneously and not necessarily in the order listed below:

- Ensure student and staff safety.
- Notify the Campus Incident Commander (IC), i.e., Principal, Assistant Principal.
- Verify an incident has occurred, if needed.
- Notify SRO or call 9-1-1, if necessary.
- Seal off area where incident occurred.
- Assemble the Campus IC Team to determine the appropriate course of action.
- Consider a lockdown or an evacuation.
- Communicate with staff as soon as it is safe to do so.
- Allow students to have limited communication with parent/guardian through texting.
- Notify Claudio Coria as soon as possible to receive immediate assistance from the district office.
- Debrief afterwards.

WHO TO CALL?

1. Claudio Coria
   Cell 602-722-5661
   Bus. 602-764-1525

2. Juve Lopez
   Cell 602-725-1169
   Bus. 602-764-1426

3. Irene Diaz
   Cell 602-721-5322
   Bus. 602-764-1309

Refer to your Campus Emergency Response Plan for details on specific types of incidents.
## CAMPUS-LEVEL EMOTIONAL CRISIS INCIDENT
(student/staff crises, deaths, suicides, catastrophic incidents)

When an emotional crisis affects a campus, the following actions may take place simultaneously and not necessarily in the order listed below:

- Notify the Campus Incident Commander (IC), i.e., Principal, Assistant Principal.
- Verify an incident has occurred by calling or visiting the parent/guardian or by involving the SRO, if necessary.
- Have staff information available electronically in case an incident occurs outside of school hours.
- Assemble the Campus Emotional Crisis Intervention Team to determine the appropriate course of action if the information is verified.
- Notify Claudio Coria as soon as possible to receive immediate assistance from the district office.

### WHO TO CALL?

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</thead>
</table>
| 1. | Claudio Coria  
(staff)  
Cell 602-722-5661  
Bus. 602-764-1525 |
| 2. | Juve Lopez  
(staff)  
Cell 602-725-1169  
Bus. 602-764-1426 |
| 3. | Irene Diaz  
(student)  
Cell 602-721-5322  
Off. 602-764-1309 |

Refer to your Campus Emergency Response Plan for details on specific types of incidents.
MULTI-HAZARD PLANNING FOR SCHOOLS
TYPES OF THREATS, HAZARDS, INCIDENTS

ACTS OF VIOLENCE & LARGE-SCALE DISRUPTIONS ON CAMPUS
Active Shooter, Animals (bees, coyotes, dogs), Assault/Fights, Bomb/Shooting Threat, Civil Unrest, Hostage, Infectious Disease, Intruder, Serious Injury including accidents/death, Student Protest, Suicide, Terrorist Event, Weapons, Lockdown, Evacuation

FACILITY DAMAGE/ HAZARDOUS MATERIALS/TECHNOLOGY BREAKDOWNS/TRANSPORTATION
Chemical Spill, Fire, Gas Leak, Radiological Hazard, Cyber Security Breach, Flood, Microburst/Monsoon Damage, Power Outage, Transportation Accidents

MATTERS INVOLVING/AFFECTING STAFF
Staff member injured by student, Staff member injures student, Notified of serious Staff injury or death, Staff emotional crisis

STUDENT EMOTIONAL CRISSES
Death of student/staff, Incidents affecting large number of students, Serious injury, Suicide

What Is the Incident Command System?
The Incident Command System (ICS) is a standardized approach to incident management that:
- Enables a coordinated response among various jurisdictions and agencies.
- Establishes common processes for planning and managing resources.
- Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.

Selecting Incident Commanders
- The Incident Commander is always a highly qualified individual trained to lead the incident response. Therefore, as an incident becomes more or less complex, command may change to meet the needs of the incident.

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