# PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)

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Acknowledgement

The Administrator Evaluation Document Committee would like to thank sincerely the Governing Board and Dr. Chad Gestson, 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.

2017-2018 Revisions

The people listed below revised the Phoenix Union High School District (PUHSD) administrator evaluation system over the course of two school years (2016-2017 and 2017-2018). The revisions included changes to parts of the administrator evaluation process, rubrics, and flow chart for administrators. In addition, the Committee developed an evaluation manual for administrators.

The following people contributed to this work.

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This process complies with A.R.S. § 15-203 (Powers and duties).

The PUHSD utilizes the 2016 Arizona Professional Administrative Standards (APAS 2016) as a foundation of the administrator evaluation process. The APAS 2016 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 APAS 2016 standards were approved by the Arizona State Board of Education and added to the Arizona Administrative Code as R7-2-063 effective October 24, 2016. These standards were last approved by the PUHSD Governing Board at its regular September 1, 2016 meeting (Item 8.K., ADOPTION OF THE CONTINUAL DEVELOPMENT AND REVISION OF THE ADMINISTRATOR EVALUATION FOR THE 2016-2017 SCHOOL YEAR) as the October 2015 Professional Standards for Educational Leaders (PSEL 2015).

The Arizona Framework for Measuring Educator Effectiveness (Adopted April 25, 2011 and amended April 25, 2016), in the fifth bullet on page 13, provides the following direction about principal evaluation instruments.

   The “Leadership” component of the evaluation shall be based upon observation of a principal’s performance. LEAs’ evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Administrative Standards approved by the State Board of Education in Board Rule R7-2-63. The “Leadership” component of the evaluation shall account for between 50% and 67% of evaluation outcomes.

In this document, the PUHSD applies this direction to the evaluation of all administrative positions by basing the evaluations on thirty-three (33) percent school level data and sixty-seven (67) percent instructional leadership performance. The evaluation of an administrator may also include the overall instructional program, student progress, personnel, curriculum, and facilities. Administrators shall be given a review of evaluation procedures prior to beginning the process.


These recent revisions were due in large part to mounting demands on educational leaders who must manage school finances, oversee facility’s needs, and handle personnel decisions, all while being an instructional leader, data analyst, community relations officer and change agent.
The elements on which an evaluatee will be evaluated shall be determined in the following manner. There will be:

- **four** assessed elements from among those listed in the APAS 2016 standards.
- for each of the six PUHSD Core Values.
- for a **total of twenty-four** assessed elements.

These elements shall be selected as follows.

For each of Core Values 1-5:

- the evaluatee shall select **three** of the four assessed elements (for a total of **fifteen** assessed elements); **the evaluator must approve these elements**.
- the evaluator shall select **one** of the four assessed elements (for a total of five assessed elements).
- the evaluator will assess the elements during the first and the second observation cycles.

For Core Value 6 (“Be Conscious”), APAS 201 Standard 2 (“Ethics and Professional Norms”):

- all administrators shall be evaluated on the following two elements. Because of the importance of these two elements, a rating resulting in a performance classification of “Developing” or “Ineffective” will require the implementation of the Administrator Professional Improvement Plan (APIP) procedure.
  - Element 1. Effective leaders act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
  - Element 2. Effective leaders act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and diversity.
- the evaluatee shall select **one** of the four assessed elements; **the evaluator must approve this element**.
- the evaluator shall select **one** of the four assessed elements.
- the evaluator will assess the elements (and the Administrator Professional Growth Plan) during the summative evaluation.

**IMPORTANT NOTE:** An evaluatee who scores a performance classification of “Ineffective” on either Element 1 or Element 2 of Core Value 6, APAS 201 Standard 2, shall be placed on an Administrator Professional Improvement Plan (APIP) and shall be required to undergo a third observation cycle with an independent evaluator chosen by Leadership and Talent.
The following table lists the available APAS 2016 Standards by PUHSD Core Value. The rubrics that appear later in this document list the elements associated with each APAS 2016 Standard.

<table>
<thead>
<tr>
<th>PUHSD Core Value:</th>
<th>APAS 2016 Standard:</th>
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<tr>
<td></td>
<td>4. Curriculum, Instruction, and Assessment.</td>
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<td>10. School Improvement.</td>
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Designation of Qualified Evaluators

The PUHSD shall provide training for administrators who shall be evaluated (evaluatees) and administrators who will be designated as qualified evaluators by the Board. Training shall be according to the outcomes and procedures specified in this Administrator Evaluation Process manual. Qualified evaluators must complete training and demonstrate competency in the evaluation process.

Qualifications for the evaluators are as follows:

1. Knowledge of the policies, laws, and rules related to the evaluation system;
2. Knowledge of evaluation processes, evaluation system and its criteria;
3. Communication, planning, and implementation skills as directly related to the evaluation system;
4. Ability to gather and record data to analyze standards/elements to identify instructional strengths, areas of improvement, and areas of deficiency;
5. Ability to successfully coordinate and implement the evaluation process;
6. Conferencing skills that promote dialogue between the evaluatees and Evaluation Team members to include identification of evaluatee strengths, areas for improvement, and strategies to maintain/build effective practice;
7. Demonstrate knowledge and understanding of best practices related to leadership.
The PUHSD 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 Administrator 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 PUHSD’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 PUHSD’s policies and regulations.

**PUHSD Mission**

Preparing Every Student for Success in College, Career and Life

**PUHSD Core Values**

Be Compassionate

*We are humble, ethical, and treat others with respect, empathy, and kindness.*

Be Collaborative

*We are better and smarter together, thrive in a culture of transparency, and seek win-win whenever possible.*

Be Committed

*We choose Phoenix Union, our communities, and our students knowing both the challenges and the opportunities that exist in urban education.*

Be Courageous

*We are bold in our convictions and make difficult decisions to better the lives of our staff, students, and community.*

Be Creative

*We are entrepreneurial, innovative, and flexible.*

Be Conscious

*We exist within a highly complex, political environment and make decisions that take into consideration the personal, professional, and political implications for all stakeholders.*
The purpose of the administrator evaluation instrument is to:

- reflect upon performance as administrators strive for leadership excellence.
- continually foster and support all administrators by providing continuous opportunities for professional growth and development through a system of collaboration.
- create a system of collaboration and meaningful dialogue that is inclusive of site personnel and PUHSD mission and values.

The evaluation process shall 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 Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
Detailed Flow Chart of Administrator Annual Summative Evaluation

1. Annual qualified evaluator training (8/7)

2. Annual evaluatee training and in-service on evaluation process (instrument and procedures); evaluator informs evaluatee of evaluator and PUHSD-selected elements. (8/7)

3. Evaluatee submits APGP and 16 evaluatee selected elements to evaluator (8/15)

4. Pre-Conference and review by evaluator of APGP and the 24 applicable elements (16 selected by evaluatee, 6 selected by evaluator, and 2 required by PUHSD). (9/15)

5. Final approval of APGP and 16 evaluatee-selected elements by evaluator (10/4)

6. 1st observation cycle (IOC) including pre-conference, observation, and post conference (11/4)

7A. PC = Highly Effective (HE)

7B. PC = Effective (E)

7C. PC = Developing (D)

7D. PC = Ineffective (I)

Evaluator notifies Talent then as directed explains procedures and timelines to evaluatee

8A. APDP design conference WI 5 da of date of IOC post-conference

8B. APIP design conference WI 5 da of date of IOC post-conference

9A. IOC Formative evaluation (FE) conference; follow up on APDP WI 15 da of FEC

9B. IOC Formative evaluation (FE) conference; follow up on APIP WI 15 da of FEC

10A. Formative evaluation (FE) conference (5/1)

10B. 2OC, including pre-conference, observation, and postconference (5/1)

10C. 2OC, including pre-conference, observation, and postconference (5/1)

10D. 2nd observation cycle (2OC) including pre-conference, observation, and postconference (2/1)

11A. PC = HE

11B. PC = E

11C. PC = D

11D. PC = I

12A. PC = HE

12B. PC = E

12C. PC = D

12D. PC = I

13A. PC = HE

13B. PC = E

13C. PC = D

13D. PC = I

16/16B/16C. Go to Step 20

14A. Go to Step 15C

14B. Go to Step 15D

15A/15B. Go to Step 20

15C. Evaluator conducts APDP design conference after consulting with Talent and WI 5 days of date of 2OC post conference

15D. Evaluator conducts APIP design conference after consulting with Talent and WI 5 days of date of 2OC post conference

17A. PC = HE

17B. PC = E

17C. PC = D

17D. PC = I

18. SE conference including review of APIP (3/10)

19. Evaluator makes termination/ non-renewal recommendation to Talent. (3/15)

Talent refers approved recommendation to Board for action

20. SE conference including evaluation of Core Value 6 and APGP or APDP as appropriate. (6/1)
(By mutual agreement of evaluatee and evaluator, steps 10A, 10B, or 10C and the 2OC post conference may be combined with step 20.)

21. Evaluation process continues in next SY with S1 and S2
PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
Long Flow Chart of Administrator Annual Summative Evaluation: Highly Effective and Effective

1. Annual qualified evaluator training (6/7)
2. Annual evaluatee training and in-service on evaluation process (instrument and procedures); evaluator informs evaluatee of evaluator and PUHSD-selected elements (8/7)
3. Evaluatee submits Administrator Professional Growth Plan and 16 evaluatee selected elements to evaluator (6/15)
4. Pre-Conference and review by evaluator of Administrator Professional Growth Plan and the 24 applicable elements (16 selected by evaluatee, 6 selected by evaluator, and 2 required by PUHSD) (8/15)
5. Final approval of Administrator Professional Growth Plan and 16 evaluatee-selected elements by evaluator (10/1)
6. First observation cycle including pre-conference, observation, and post conference (11/1)

7A. Performance classification = Highly Effective
7B. Performance classification = Effective

10A. Formative evaluation conference (5/7)
Written, qualitative feedback to evaluatee within 5 days of formative evaluation conference

10B. Second observation cycle, including pre-conference, observation, and post-conference (5/7)

11A. Performance Classification = Highly Effective
11B. Performance Classification = Effective
11C. Performance Classification = Developing
11D. Performance Classification = Ineffective

14A. Go to Step 15C on Detailed Flow Chart
14B. Go to Step 15D on Detailed Flow Chart

12. Summative evaluation conference including evaluation of Core Values 6 and Administrator Professional Growth Plan or Administrator Professional Development Plan as appropriate (6/1)
(By mutual agreement of evaluatee and evaluator, steps 10A or 10B and the second observation cycle post-conference may be combined with step 20.)

21. Evaluation process continues in next school year with Semester 1 and Semester 2 activities.
All days are work days in current SY (school year)
APDP: Administrator Professional Development Plan
APPI: Administrator Professional Improvement Plan
APPG: Administrator Professional Growth Plan
FOC: First Observation Cycle
2OC: Second Observation Cycle

1. Annual qualified evaluator training (8/7)

2. Annual evaluatee training and in-service on evaluation process and procedures; evaluator informs evaluatee of evaluator and PUHSD-selected elements (8/7)

3. Evaluatee submits Administrator Professional Growth Plan and 16 evaluatee selected elements to evaluator (8/15)

4. Pre-Conference and review by evaluator of Administrator Professional Growth Plan and the 24 applicable elements (16 selected by evaluatee, 6 selected by evaluator, and 2 required by PUHSD) (9/15)

5. Final approval of Administrator Professional Growth Plan and 16 evaluatee-selected elements by evaluator (10/1)

6. First observation cycle including pre-conference, observation, and post-conference (11/7)

7. Performance classification = Developing

8. Administrator Professional Development Plan design conference (within 5 days of date of first observation cycle post-conference)

9. First observation cycle formative evaluation conference; follow up on Administrator Professional Development Plan (11/15)

10. Second observation cycle, including pre-conference, observation, and post-conference (6/1)

11. Performance Classification = Highly Effective

12. Performance Classification = Developing

13. Performance Classification = Ineffective

14. Go to Step 20 on Detailed Flow Chart

15. Evaluator conducts Administrator Professional Development Plan design conference after consulting with Talent within 5 days of date of second observation cycle post-conference

16. Required 3rd OC conducted by independent evaluator at direction of Leadership and Talent (3/1)

17. Performance Classification = Highly Effective

18. Summative evaluation conference including review of Administrator Professional Improvement Plan (3/10)

19. Evaluator makes termination/nonrenewal recommendation to Talent (3/15)

20. Summative evaluation conference including evaluation of Core Value 6 and Administrator Professional Growth Plan or Administrator Professional Development Plan as appropriate (6/1)

21. Evaluation process continues in next school year with Semester 1 and Semester 2 activities.
1. The PUHSD administrator evaluation process shall be based on a minimum of a first (fall) observation cycle, a second (spring) observation cycle, and a summative evaluation conference.

2. The summative observation conference shall focus on the Administrator Professional Growth Plan.

3. An evaluator who receives a performance classification of “highly effective” in the first observation cycle will have a formative evaluation conference by May 1 and a summative conference by June 1.

4. An evaluator shall:
   A. assess Core Values 1–5 in the first and second observation cycles,
   B. assess Core Value 6 in the summative evaluation conference, and
   C. evaluate the Administrator Professional Growth Plan in the summative evaluation conference.

5. The PUHSD expects every administrator to achieve a performance classification of “highly effective” or “effective” on all standards/elements for all applicable criteria.

6. An evaluator whose performance classification is "ineffective" shall collaborate with the administrator's evaluator in the development and implementation of all of the following.
   A. An Administrator Professional Improvement Plan.
   B. A revised Administrator Professional Development Plan that addresses each deficient standard. (See the Administrator Professional Development Plan created by the Administrator Joint Committee)
   C. A continued second observation cycle.
   D. A continued summative evaluation.
   E. A third observation cycle as determined by the circumstances with the independent evaluator.

7. An evaluator whose performance classification is "developing" shall collaborate with the administrator's evaluator in the development and implementation of all of the following.
   A. A revised Administrator Professional Development Plan that addresses each deficient standard.
   B. A continued second observation cycle.
   C. A continued summative evaluation.
   D. An optional third observation cycle as determined by the circumstances with the independent evaluator recommendation of Leadership, Talent and the Evaluator.

8. An evaluator has the right to submit a written response to any evaluation within five days of the date of a post-conference.

9. The number of observations and conferences identified in this evaluation process is the minimum required for a valid evaluation.

10. Each Standard is rated according to the following performance classifications in each observation cycle:
    A. Highly Effective (HE), a summative aggregate score of a cycle of 3.75 - 4.00.
    B. Effective (E), a summative aggregate score of a cycle of 3.00 - <3.75.
    C. Developing (D), a summative aggregate score of a cycle of 2.00 - <3.00.
    D. Ineffective (I), a summative aggregate score of a cycle of >0 - <2.00.
    E. Non-Compliant (a summative aggregate score of a cycle of 0).

11. An administrator shall annually complete an Administrator Professional Growth Plan that supports the APAS 2016 Standards and is inclusive of the PUHSD's Mission, Vision, and Core Values and the administrator's professional goals.

12. The PUHSD shall provide an ongoing professional development program for administrators to be inclusive of PUHSD Mission, Vision, and the administrators' professional goals as the growth of the administrator is a value of the PUHSD.

13. Adequate progress shall be defined by Leadership and Talent divisions and the evaluator so that the expectations for an administrator who is on a professional improvement plan are clearly stated.
1. The PUHSD has identified the following evaluation safeguards to help assure that evaluators implement these procedures properly and fairly. An evaluatee with a concern about an evaluation shall submit the enclosed “Evaluation Safeguard Request” to the executive directors for Leadership and Talent or their designees. In so doing, it is the responsibility of an evaluatee to identify clearly and completely the issue(s), to provide evidence in support of the request, and to suggest an appropriate response. The evaluatee must provide a complete initial request as the short timelines involved in the evaluation process may not provide enough time for follow-up submissions.

A. The executive directors shall consider the request and respond to the evaluatee within ten days (as defined herein) of their receipt of the request.

B. This process shall not stop or delay an ongoing evaluation except as noted herein.

C. In the absence of one or both executive directors, the appropriate chiefs may act as or assign replacements.

D. A decision made by the executive directors is final and an evaluatee may not appeal it.

2. Independent Evaluator.

A. An evaluatee may request that the PUHSD assign an independent evaluator to conduct an additional (third) evaluation. The executive directors may assign any administrator who is qualified by virtue of education, training, or experience to serve as an independent evaluator.

B. The independent evaluator shall conduct a formative evaluation following the pre-conference, observation, post-conference model described herein. This will be combined with the other evaluations conducted that school year to calculate a summative aggregate score.

3. Mandated Independent Third Evaluation. An evaluatee who is rated at a performance classification of “Inefficient” twice in the same school year shall undergo an independent third evaluation by March 1 of that school year. This will be combined with the other evaluations conducted that school year to calculate a summative aggregate score.

4. Response to the Evaluation. An evaluatee has the right to submit a written response to any evaluation within five days of the date of the post-conference. An evaluator shall assure that such a response is attached to the file copy of the evaluation.

5. Year Two Procedures. The PUHSD shall implement “Year Two” procedures when an evaluatee ends a school year with a performance classification of “Developing”. In such a case, the Leadership and Talent divisions and the evaluator shall create a plan to address the developing or ineffective areas in the ensuing school year.

6. Personal Bias. An evaluatee may claim personal bias or conflict of interest on the part of an evaluator at any time during the evaluation.

7. Procedural Errors.

A. Failure to Follow Timelines. When a component of an observation cycle does not occur as scheduled, the evaluator and evaluatee will do the following:

i. Reschedule only that component of the observation cycle that did not occur by mutual agreement.

- In the event that the observation component does not occur as scheduled, the evaluatee shall provide to the evaluator information allowing the evaluator schedule a new observation.

- In the event that the evaluator and evaluatee cannot rescheduled the original observation they will agree on a new observation date.

B. Other Procedural Errors. The evaluator shall do the following when a procedural error occurs.
i. Meet with the evaluatee for a conference; provide feedback from any valid observation that has occurred.

ii. Advise the evaluatee that a procedural error was made and all documentation from the observation will be removed from all files.

iii. Advise the evaluatee orally that the observation counts as a required observation although the records will show only that the observation was completed.

iv. Submit a written record of this procedure.

C. If this procedure is violated, then the evaluatee may request a meeting with the executive directors of Leadership and Talent or their designees to discuss the procedure violation claim. The executive directors shall consider the request and formulate an appropriate response, and shall notify in writing within ten days of the date of the request the evaluate and the assigned evaluator.

8. Confidentiality.

A. Copies of assessment and evaluation reports of administrator performance are confidential, do not constitute a public record, and shall not be released or shown to unauthorized persons, in either draft or completed form.

B. A.R.S. § 15-537 permits the Arizona Department of Education to have copies of a certified staff members evaluation report and performance classification, but maintains that these records are confidential. Furthermore, A.R.S. § 15-537 permits evaluations and performance classifications of certified staff members to be released to school districts and charter schools that inquire about the performance of the administrator for employment purposes.

C. An administrator who requests the presence of an observer or representative during a pre- or post-conference waive the right to confidentiality.

9. Impact of scoring a performance classification of “Ineffective” on PUHSD-required standards or elements.

An evaluatee who scores a performance classification of “Ineffective” on either Element 1 or Element 2 of Core Value 6, APAS 201 Standard 2, shall be placed on an Administrator Professional Improvement Plan (APIP) and shall be required to undergo a third observation cycle with an evaluator chosen by Leadership and Talent.
PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
Evaluation Safeguards: Evaluation Safeguard Request Form

An evaluatee may submit this form at any point in the evaluation cycle to request that the PUHSD address an issue related to the evaluatee’s evaluation. The evaluatee shall send this complete form and any relevant information to the executive directors of Leadership and Talent or designee(s). The executive directors have ten days (defined as ten days in which school is in session, omitting, e.g., PUHSD holidays and recesses). The executive directors have ten days after the date they received the request to respond. An evaluatee who does not receive a response within ten days should contact one of the executive directors (or designees).

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<tr>
<th>Evaluatee Name</th>
<th>Evaluatee Unit</th>
<th>Evaluator Name</th>
<th>Date of Request</th>
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Type of Request (check appropriate box(es))

- [ ] Request for Independent Evaluator.
- [ ] Response to Evaluation.
- [ ] Personal Bias of Evaluator.
- [ ] Failure to Follow Timelines.
- [ ] Confidentiality violation.
- [ ] Other Reason (Identify here.)

Please explain why you are making this request. Include any evidence you have that supports this request. You may attach additional pages.


Please indicate what you feel would be a fair resolution of this request. What do you think the PUHSD should do in response to this issue? Why would this be an appropriate response?

<table>
<thead>
<tr>
<th>Signature of Evaluatee</th>
<th>Date Signed</th>
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</table>
APAS 2016 Standard 1. Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Elements. Effective leaders:

1. Develop an educational mission for the school to promote the academic success and well-being of each student.

2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

3. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.

5. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

7. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

APAS 2016 Standard 2. Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Elements. Effective leaders:

1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.

2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

3. Place children at the center of education and accept responsibility for each student’s academic success and well-being.

4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
APAS 2016 Standard 3. Equity and Cultural Responsiveness. Effective instructional leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Elements. Effective leaders:

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.

2. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

7. Act with cultural competence and responsiveness in their interactions, decision-making, and practice.

8. Address matters of equity and cultural responsiveness in all aspects of leadership.

APAS 2016 Standard 4. Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Elements. Effective leaders:

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and healthy sense of self.

4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

5. Promote the effective use of technology in the service of teaching and learning.

6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
APAS 2016 Standard 5. Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Elements. Effective leaders:

1. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5. Cultivate and reinforce student engagement in school and positive student conduct.

6. Infuse the school’s learning environment with the cultures and languages of the school’s community.

APAS 2016 Standard 6. Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Elements. Effective leaders:

1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

3. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.

6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
APAS 2016 Standard 7. Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Elements - Effective leaders:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

4. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.

5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

8. Encourage faculty-initiated improvement of programs and practices.
APAS 2016 Standard 8. Meaningful Engagement of Families and Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Elements. Effective leaders:

1. Are approachable, accessible, and welcoming to families and members of the community.
2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
5. Create means for the school community to partner with families to support student learning in and out of school.
6. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
7. Develop and provide the school as a resource for families and the community.
8. Advocate for the school and PUHSD, and for the importance of education and student needs and priorities to families and the community.
9. Advocate publicly for the needs and priorities of students, families, and the community.
10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
APAS 2016 Standard 9. Operations and Management. Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

**Elements.** Effective leaders:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
4. Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
5. Protect teachers’ and other staff members’ work and learning from disruption.
6. Employ technology to improve the quality and efficiency of operations and management.
7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
10. Develop and manage productive relationships with the central office and school board.
11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
12. Manage governance processes and internal and external politics toward achieving the school’s mission and vision.
APAS 2016 Standard 10. School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Elements - Effective leaders:

1. Seek to make school more effective for each student, teachers and staff, families, and the community.

2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the PUHSD central office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
1. The District shall provide training for administrators who are to be designated as qualified evaluators of administrators by the Governing Board. Training shall be according to the outcomes and procedures specified in this manual. Qualified evaluators must complete training and demonstrate competency in the evaluation process.

2. Qualifications for the evaluators are as follows:

   A. Knowledge of the policies, laws, and rules related to the Administrators evaluation system.
   
   B. Knowledge of evaluation processes, evaluation system, and its criteria.
   
   C. Communication, planning, and implementation skills as directly related to the evaluation system.
   
   D. Ability to gather and record data to analyze standards/elements to identify instructional strengths, areas of improvement, and areas of deficiency.
   
   E. Ability to successfully coordinate and implement the evaluation process.
   
   F. Conferencing skills that promote dialogue between the evaluatees and evaluators to include identification of administrator strengths, areas for improvement, and strategies to maintain and build effective practice.
   
   G. Demonstrate knowledge and understanding of best practices related to 2016 Arizona Professional Administrative Standards (APAS 2016) as a foundation of the PUHSD administrator evaluation process.
I. An evaluator shall follow the procedures below for all evaluatees.

   A. At the evaluator’s discretion, observe, visit, and dialogue with an evaluatee, with a minimum of one observation cycle per semester.

   B. By August 7, meet with an evaluatee for the purpose of reviewing the administrator evaluation process/procedures and to in-service the evaluatee. (Step 2 in the Detailed Flow Chart)

   C. By August 7, inform an evaluatee of the six elements the evaluator has chosen to include in the evaluation and any element(s) that the PUHSD has required to be include in the evaluation. (Step 2)

   D. By September 30, meet with an evaluatee for the purpose of pre-conferencing and reviewing the Administrator Professional Growth Plan, inclusive of the following APAS 2016 Standards; see table immediately below. (Step 4)

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<thead>
<tr>
<th>PUHSD Core Value:</th>
<th>APAS 2016 Standard:</th>
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<tbody>
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E. By November 1, complete the first observation cycle, i.e., a pre-conference, an conference/observation, and a post-conference. (Step 6)

F. By May 1, complete the second observation cycle, i.e., a pre-conference, a conference/observation, and a post-conference.

G. Within five workdays following a conference, provide a copy of the evaluation rubric to an evaluatee.

H. Attach to an evaluation a written response from an evaluatee that is submitted as prescribed herein.

I. Submit a request for an optional third observation cycle (from either the evaluator or an evaluatee) to the executive directors of Leadership and Talent, or their designees, for action.
PuHSD Administrator Evaluation Process 2021-2022 (Last Rev. 2018)
Responsibility of Evaluator

J. By June 15, send to the Director of Educator Effectiveness copies of the (1) collaborative Administrator Professional Growth Plan; (2) the Administrator Professional Development Plan, if needed for an evaluatee; (3) first, second, and (if available) third observation cycle scores; (4) summative conference scores, and (5) an Administrator Professional Improvement Plan, if needed for an evaluatee.

II. In addition, an evaluator shall follow the procedures below for an evaluatee with a first observation cycle performance classification of “E”. (Step 7B)

A. By May 1, complete the second observation cycle (i.e., a pre-conference, a conference/observation, and a post-conference). (Step 10B)

1. If the evaluatee has a second observation cycle performance classification of “HE” or “E”, by June 1 conduct a summative evaluation conference, including an evaluation of the Administrator Professional Development Plan. (Step 20)

2. If the evaluatee has a second observation cycle performance classification of “D” (Step 11C):
   i. within five days of the second observation cycle post-conference conduct an Administrator Professional Development Plan design conference. (Step 14A >> 15C)
   ii. by June 1, hold a summative evaluation conference, including an evaluation of the Administrator Professional Development Plan. (Step 20)

3. If the evaluatee has a second observation cycle performance classification of “I” (Step 11D):
   i. within five days of the second observation post-conference, conduct an Administrator Professional Improvement Plan design conference. (Step 14B >> 15D)
   ii. by June 1, complete a summative evaluation conference, including evaluation of the Administrator Professional Improvement Plan. (Step 20)

III. In addition, an evaluator shall follow the procedures below for an evaluatee with a first observation cycle performance classification of “D”. (Step 7C)

A. Within five days of the first observation cycle post-conference, hold an Administrator Professional Development Plan design conference. (Step 8A)

B. By November 15, conduct a first observation cycle formative evaluation conference and follow up on the Administrator Professional Development Plan (Step 9A).

C. By May 1, complete the second observation cycle, including a pre-observation conference, a conference/observation, and a post-observation conference. (Step 10C)

1. If the evaluatee has a second observation cycle performance classification of “HE” or “E” (Step 12A/12B), by June 1 conduct a summative evaluation conference (Step 20), including a review of the Administrator Professional Development Plan.

2. If the evaluatee has a second observation cycle performance classification of “D” (Step 12C),
   i. within five days of the second observation cycle post conference conduct an Administrator Professional Development Plan design conference. (Step 15C)
   ii. by June 1 conduct a summative evaluation conference, including evaluation of the Administrator Professional Development Plan. (Step 20)

3. If the evaluatee has a second observation cycle performance classification of “I” (Step 12D),
   i. within five days of the second observation cycle post conference conduct an Administrator Professional Improvement Plan design conference. (Step 15D)
   ii. by June 1 conduct a summative evaluation conference, including an evaluation of the Administrator Professional Improvement Plan. (Step 20)
IV. In addition, an evaluator shall follow the procedures below for an evaluatee with a first observation cycle performance classification of “I”. (Step 7D)

A. Notify Talent then as directed explains procedures and timelines to evaluatee. (Step 7D)

B. Within five days of the first observation cycle post-conference, hold an Administrator Professional Improvement Plan design conference. (Step 8B.)

C. By November 15, conduct a formative evaluation conference and follow up on the Administrator Professional Improvement Plan (Step 9B).

D. By February 1, complete the second observation cycle (including a pre-conference, a conference/observation, and a post-conference). (Step 10D)

1. If the evaluatee has a second observation cycle performance classification of “HE”, “E”, or “D” (Step 13A/13B/13C), by June 1 conduct a summative evaluation conference, including a review of the Administrator Professional Improvement Plan. (Step 20)

2. If the evaluatee has a second observation cycle performance classification of “I” (Step 13D), the Leadership and Talent divisions shall direct a third observation cycle. (Step 16D)

   i. If the evaluatee achieves a third observation cycle performance classification of “HE”, “H”, or “D”, conduct the summative evaluation conference (Step 20).

   ii. If the evaluatee achieves a performance rating of “I” (Step 17D), then the evaluator conducts an summative evaluation conference, including a review of the Administrator Professional Improvement Plan, by March 10

   iii. The evaluator makes termination/non-renewal recommendation to Talent. (Step 19)

   iv. Talent refers approved recommendation to Board for action. (Step 19).
An evaluatee:

1. shall by August 7 participate with the evaluator to review the Administrator Evaluation Process/Procedures in an in-service (Step 2 in the detailed flow chart).

2. shall by September 30 meet with the evaluator in a pre-conference to review the Administrator Professional Growth Plan, identify sixteen elements inclusive of the following APAS 2016 Standards (Step 4):

<table>
<thead>
<tr>
<th>PUHSD Core Value</th>
<th>APAS 2016 Standard</th>
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<tbody>
<tr>
<td>2. Be Compassionate.</td>
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</table>

3. shall participate in Administrator Professional Improvement Plan processes if required by the evaluatee’s performance classification (Step 8B).

4. shall participate with the evaluator as requested for observations, site visits, and dialogue, with a minimum of one conference or observation per semester. The first conference/observation shall take place prior to November 1 (Step 6), the second observation cycle prior to May 1 (Step 10A/10B/10C), and the summative conference including an evaluation of Core Value 6 and evaluation the APGP, by June 1 (Step 20).

5. not on an Administrator Professional Improvement Plan shall participate in an summative evaluation conference (Step 20) by June 1 (depending on the evaluatee’s contract date).

6. shall receive a copy of the evaluation rubric five days after the evaluation post-conference.

7. has five days to submit a written response to an evaluation if desired. An evaluator shall assure that such a written response is attached to the evaluation for the record.
PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
Administrator Professional Growth Plan (APGP) Based on APAS 2016 Standards
Site, District and Personal Goals

1. Evaluatee: __________________________________________ Date: ____________________________
2. Evaluator: __________________________________________ Unit: ____________________________

3. Core Values: APAS 2016 Standards (check applicable value). The evaluatee shall select one core value for their
   PGP. The evaluatee shall focus on the APAS 2016 Standards and their elements for their core value selected. The Core Values (CV) and Standards (S) are shown below; refer to the rubric for lists of the elements.

|-------------------|-----------------------|------------------|-----------------------|---------------------|-------------------|

4. APGP Goal:

5. Alignment with Unit (e.g., school/division) Strategic Plan/IAP:

6. Alignment with PUHSD Strategic Plan:

7. Specific elements related to the above areas.

9. Professional development activities that may include but is not limited to the following (PD completed during the SY per the APGP goal focus): e.g., approved mentoring, book study, conferences, data collection and analysis, education, events, meetings, PLC, training, workshops.

10. Supporting evidence of accomplishment that may include but is not limited to the following (evidence is shared at Summative conference with Evaluator): e.g., certificates, flyers, registration forms, sign-in sheets.

---

Evaluation of APGP:
Evaluatee □ attained or made progress on APGP
Evaluatee □ did not attain or make progress on APGP

Evaluator's Signature ___________ Date ___________ Evaluator's Signature ___________ Date ___________
Administrator Professional Development Plan (APDP)
## PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
### Administrator Professional Development Plan (APDP) Based on APAS 2016 Standards

Evaluator collaborates with an evaluatee who scores **developing** or **ineffective** in element(s) by using this worksheet to guide the APDP. An evaluatee may use this form as the official APDP. The evaluator and the evaluatee must sign this form.

<table>
<thead>
<tr>
<th>Core Values (APAS 2016 Standard), e.g., “S1” and Element, e.g., “1”: (Refer to the Rubric)</th>
<th>Action Step</th>
<th>Time Frame</th>
<th>Verification of Completion</th>
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<tbody>
<tr>
<td>List the Elements the Evaluatee scored Developing or Ineffective below:</td>
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<tr>
<td>CV 1. Be Committed.</td>
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</table>

### Integrated Action Plan goal (as appropriate):

Note: Evaluator’s signature below indicates approval of the elements of this APDP.

### Evaluation of APDP.

Evaluator □ attained or made adequate progress on the APDP
Evaluator □ did not attain or make adequate progress on the APDP.

Evaluator Signature: _____________________________ Date: _____________________________

Evaluator Signature: _____________________________ Date: _____________________________
PUHSD Core Value 1. Be Committed.

*We choose Phoenix Union, our communities, and our students knowing both the challenges and the opportunities that exist in urban education.*
PUHSD Core Value 1. Be Committed. (The evaluatee shall check four of the elements listed below on which to be evaluated for this PUHSD Core Value.)

APAS 2016 Standard 1. Mission, Vision, and Core Values. Elements - Effective leaders:

☐ 1. Develop an educational mission for the school to promote the academic success and well-being of each student.

☐ 2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

☐ 3. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

☐ 4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.

☐ 5. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

☐ 6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

☐ 7. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

APAS 2016 Standard 4. Curriculum, Instruction, and Assessment. Elements - Effective Leaders:

☐ 1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

☐ 2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

☐ 3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and healthy sense of self.

☐ 4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

☐ 5. Promote the effective use of technology in the service of teaching and learning.

☐ 6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

☐ 7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

APAS 2016 Standard 10. School Improvement. Elements - Effective Leaders:

☐ 1. Seek to make school more effective for each student, teachers and staff, families, and the community.

☐ 2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

☐ 3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

☐ 4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

☐ 5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

☐ 6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

☐ 7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

☐ 8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

☐ 9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

☐ 10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
PUHSD Core Value 1. Be Committed. Rubric - Rating Scale.

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**Discussion Prompts:**
PUHSD Core Value 2. Be Compassionate.

*We are humble, ethical, and treat others with respect, empathy, and kindness.*
PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)

PUHSD Core Value 2. Be Compassionate. (The evaluatee shall check four of the elements listed below on which to be evaluated for this PUHSD Core Value.)

APAS 2016 Standard 3. Equity and Cultural Responsiveness. Elements - Effective leaders:

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
2. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
7. Act with cultural competence and responsiveness in their interactions, decision-making, and practice.
8. Address matters of equity and cultural responsiveness in all aspects of leadership.

APAS 2016 Standard 5. Community of Care and Support for Students. Elements - Effective Leaders:

1. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
5. Cultivate and reinforce student engagement in school and positive student conduct.
6. Infuse the school’s learning environment with the cultures and languages of the school’s community.


1. Are approachable, accessible, and welcoming to families and members of the community.
2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
5. Create means for the school community to partner with families to support student learning in and out of school.
6. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
7. Develop and provide the school as a resource for families and the community.
8. Advocate for the school and PUHSD, and for the importance of education and student needs and priorities to families and the community.
9. Advocate publicly for the needs and priorities of students, families, and the community.
10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
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Discussion Prompts:
PUHSD Core Value 3. Be Creative.

*We are entrepreneurial, innovative, and flexible.*
PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)

PUHSD Core Value 3. Be Creative. (The evaluatee shall check four of the elements listed below on which to be evaluated for this PUHSD Core Value.)

APAS 2016 Standard 4. Curriculum, Instruction, and Assessment. Elements - Effective Leaders:

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and healthy sense of self.

4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

5. Promote the effective use of technology in the service of teaching and learning.

6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.


1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

3. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.

6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.


1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.

3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

4. Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

5. Protect teachers’ and other staff members’ work and learning from disruption.

6. Employ technology to improve the quality and efficiency of operations and management.

7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

10. Develop and manage productive relationships with the central office and school board.

11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

12. Manage governance processes and internal and external politics toward achieving the school’s mission and vision.
PUHSD Core Value 3. Be Creative. (The evaluatee shall check four of the elements listed below on which to be evaluated for this PUHSD Core Value.)

APAS 2016 Standard 10. School Improvement. Elements - Effective Leaders:
☐ 1. Seek to make school more effective for each student, teachers and staff, families, and the community
☐ 2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
☐ 3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
☐ 4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
☐ 5. Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
☐ 6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
☐ 7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
☐ 8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
☐ 9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
☐ 10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
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**Discussion Prompts:**
PUHSD Core Value 4. Be Collaborative.

We are better and smarter together, thrive in a culture of transparency, and seek win-win whenever possible.
PUHSD Core Value 4. Be Collaborative. (The evaluatee shall check four of the elements listed below on which to be evaluated for this PUHSD Core Value.)

APAS 2016 Standard 4. Curriculum, Instruction, and Assessment. Elements - Effective Leaders:

☐ 1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

☐ 2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

☐ 3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and healthy sense of self.

☐ 4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

☐ 5. Promote the effective use of technology in the service of teaching and learning.

☐ 6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

☐ 7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

APAS 2016 Standard 7. Professional Community for Teachers and Staff. Elements - Effective Leaders:

☐ 1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

☐ 2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

☐ 3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

☐ 4. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.

☐ 5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

☐ 6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

☐ 7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

☐ 8. Encourage faculty-initiated improvement of programs and practices.


☐ 1. Are approachable, accessible, and welcoming to families and members of the community.

☐ 2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

☐ 3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

☐ 4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

☐ 5. Create means for the school community to partner with families to support student learning in and out of school.

☐ 6. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.

☐ 7. Develop and provide the school as a resource for families and the community.

☐ 8. Advocate for the school and PUHSD, and for the importance of education and student needs and priorities to families and the community.

☐ 9. Advocate publicly for the needs and priorities of students, families, and the community.

☐ 10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
PUHSD Core Value 4. Be Collaborative. (The evaluatee shall check four of the elements listed below on which to be evaluated for this PUHSD Core Value.)

APAS 2016 Standard 10. School Improvement. Elements - Effective Leaders:

1. Seek to make school more effective for each student, teachers and staff, families, and the community
2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
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PUHSD Core Value 4. Be Collaborative.
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First Scored Element

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Second Scored Element

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Narrative:

Discussion Prompts:
PUHSD Core Value 5. Be Courageous.

We are bold in our convictions and make difficult decisions to better the lives of our staff, students, and community.
PUHSD Core Value 5. Be Courageous. (The evaluatee shall check four of the elements listed below on which to be evaluated for this PUHSD Core Value.)

APAS 2016 Standard 2. Ethics and Professional Norms. Elements - Effective Leaders:
☐ 1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
☐ 2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
☐ 3. Place children at the center of education and accept responsibility for each student’s academic success and well-being.
☐ 4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
☐ 5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
☐ 6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

☐ 1. Are approachable, accessible, and welcoming to families and members of the community.
☐ 2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
☐ 3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
☐ 4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
☐ 5. Create means for the school community to partner with families to support student learning in and out of school.
☐ 6. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
☐ 7. Develop and provide the school as a resource for families and the community.
☐ 8. Advocate for the school and PUHSD, and for the importance of education and student needs and priorities to families and the community.
☐ 9. Advocate publicly for the needs and priorities of students, families, and the community.
☐ 10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

APAS 2016 Standard 10. School Improvement. Elements - Effective Leaders:
☐ 1. Seek to make school more effective for each student, teachers and staff, families, and the community.
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☐ 10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
PUHSD Core Value 5. Be Courageous. Rubric – Rating Scale.

<table>
<thead>
<tr>
<th>Rating Scale.</th>
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</thead>
<tbody>
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<td>Highly Effective (4)</td>
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**Narrative:**

**Discussion Prompts:**

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Phoenix Union High School District No. 210  
Page 57 of 77  
2021-2022
PUHSD Core Value 6. Be Conscious.

*We exist within a highly complex, political environment and make decisions that take into consideration the personal, professional, and political implications for all stakeholders.*

APAS 2016 Standard 2. Ethics and Professional Norms. (Note that all administrators shall be evaluated on Elements 1 and 2.) Elements - Effective Leaders:

1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Place children at the center of education and accept responsibility for each student’s academic success and well-being.
4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

APAS 2016 Standard 3. Equity and Cultural Responsiveness. Elements - Effective Leaders:

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
2. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
7. Act with cultural competence and responsiveness in their interactions, decision-making, and practice.
8. Address matters of equity and cultural responsiveness in all aspects of leadership.


1. Are approachable, accessible, and welcoming to families and members of the community.
2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
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7. Develop and provide the school as a resource for families and the community.
8. Advocate for the school and PUHSD, and for the importance of education and student needs and priorities to families and the community.
9. Advocate publicly for the needs and priorities of students, families, and the community.
10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
PUHSD Core Value 6. Be Conscious. (For this Core Value, the evaluatee shall check one of the elements listed below on which to be evaluated for this PUHSD Core Value.) All administrators will be evaluated based on S2E1 and S2E2.)


☐ 1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

☐ 2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.

☐ 3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

☐ 4. Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

☐ 5. Protect teachers’ and other staff members’ work and learning from disruption.

☐ 6. Employ technology to improve the quality and efficiency of operations and management.

☐ 7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

☐ 8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

☐ 9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

☐ 10. Develop and manage productive relationships with the central office and school board.

☐ 11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

☐ 12. Manage governance processes and internal and external politics toward achieving the school’s mission and vision.
<table>
<thead>
<tr>
<th>Highly Effective (4) The evaluatee:</th>
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**Narrative:**

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**Second Scored Element**

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**Third Scored Element**

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Narrative:

**Fourth Scored Element**

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Narrative:

Discussion Prompts:
# PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)

## Administrator Summative Two-Cycle Score Sheet

**Evaluatee Name:**

**Evaluator Name:**

**Job Title:**

**Department/Division:**

<table>
<thead>
<tr>
<th>Fall Formative Evaluation (Cycle 1)</th>
<th>Required Spring Formative Evaluation (Cycle 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required only if Fall check-in conference indicates proficiency at Developing or Ineffective classification Due by 11/1</td>
<td>Due by 5/1 (Depending on rating performance classification)</td>
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**Date of evaluation:**

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### PUHSD Core Value 1. Be Committed.

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<tr>
<th>Four elements selected by Evaluatee</th>
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<td>Standard #</td>
<td>Element #</td>
<td>Fall Aggregate Score =</td>
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</tr>
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### PUHSD Core Value 2. Be Compassionate.

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### PUHSD Core Value 3. Be Creative.

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<th>APAS 2016:</th>
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<th>Required Spring Formative Evaluation (Cycle 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #</td>
<td>Element #</td>
<td>Fall Aggregate Score =</td>
<td>Spring Aggregate Score =</td>
</tr>
</tbody>
</table>

**Summative Score for PUHSD Core Value 1 =**

**Mark if Professional Development is needed:**
**PUHSD Core Value 4. Be Collaborative.** For each of the 4 selected scored elements, in the leftmost columns enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016:</th>
<th>Fall Formative Evaluation (Cycle 1)</th>
<th>Required Spring Formative Evaluation (Cycle 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Scored</td>
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<td>2nd Scored</td>
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<td>4th Scored</td>
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</tbody>
</table>

Fall Aggregate Score =  
Spring Aggregate Score =  
Summative Score for PUHSD Core Value 1 =  
**Mark if Professional Development is needed:**

**PUHSD Core Value 5. Be Courageous.** For each of the 4 selected scored elements, in the leftmost columns enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016:</th>
<th>Fall Formative Evaluation (Cycle 1)</th>
<th>Required Spring Formative Evaluation (Cycle 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Scored</td>
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<td>2nd Scored</td>
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<td>4th Scored</td>
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</tbody>
</table>

Fall Aggregate Score =  
Spring Aggregate Score =  
Summative Score for PUHSD Core Value 1 =  
**Mark if Professional Development is needed:**

**PUHSD Core Value 6. Be Conscious.** For each of the 4 selected scored elements, in the leftmost columns enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column. The PUHSD requires that all administrators be scored on S2E1 and S2E2. The PUHSD will evaluate CV6 only during a summative conference.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016:</th>
<th>Fall Formative Evaluation (Cycle 1)</th>
<th>Required Spring Formative Evaluation (Cycle 2)</th>
</tr>
</thead>
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<td>1st Scored</td>
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<td>4th Scored</td>
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</tbody>
</table>

Fall Aggregate Score =  
Spring Aggregate Score =  
Summative Score for PUHSD Core Value 1 =  
**Mark if Professional Development is needed:**

**Summative Performance Rating Score (the 67% score), based on PUHSD Core Values 1–6.**

<table>
<thead>
<tr>
<th>Summative Classroom Performance Rating Score (the 67% Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Formative Evaluation Strength(s):</td>
</tr>
<tr>
<td>Fall Formative Evaluation Support(s):</td>
</tr>
<tr>
<td>Spring Formative Evaluation Strength(s):</td>
</tr>
<tr>
<td>Spring Formative Evaluation Support(s):</td>
</tr>
</tbody>
</table>
### PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
#### Administrator Summative Two-Cycle Score Sheet

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluatee Name</td>
<td></td>
</tr>
<tr>
<td>Evaluator Name</td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
</tr>
<tr>
<td>Department/Division</td>
<td></td>
</tr>
<tr>
<td><strong>Administrator Professional Growth Plan</strong></td>
<td><strong>Attained goal</strong></td>
</tr>
<tr>
<td><strong>If Professional Development is marked as needed in this score sheet, record next steps on the professional development component of the Administrator Professional Growth Plan.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Cycle</th>
<th>Evaluator</th>
<th>Signature</th>
<th>Date</th>
<th>Evaluatee</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Evaluation</td>
<td>Evaluator</td>
<td>Signature</td>
<td>Date</td>
<td>Evaluatee</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Spring Evaluation</td>
<td>Evaluator</td>
<td>Signature</td>
<td>Date</td>
<td>Evaluatee</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

- [ ] Check this box to indicate that this evaluation meets the requirements of A.R.S. 15-203.
- [ ] Check this box to indicate that this evaluation meets the requirements of A.A.C. Rule R7-2-603.

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with its contents. The evaluatee may attach comments to this document within five days of receipt of it.
### PUHSD Core Value 1. Be Committed.
For each of the 4 selected scored elements, in the leftmost columns enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016: Standard #</th>
<th>Element #</th>
<th>Fall Formative Evaluation (IOC)</th>
<th>Required Spring Formative Evaluation (2OC)</th>
<th>(3OC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Scored</td>
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<td>4th Scored</td>
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</tbody>
</table>

1OC Aggregate Score = 2OC Aggregate Score = 3OC Aggregate Score =

Summative Score for PUHSD Core Value 1 =

**Mark if Professional Development is needed:**

### PUHSD Core Value 2. Be Compassionate.
For each of the 4 selected scored elements, in the leftmost columns enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016: Standard #</th>
<th>Element #</th>
<th>Fall Formative Evaluation (IOC)</th>
<th>Required Spring Formative Evaluation (Cycle 2)</th>
<th>(3OC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Scored</td>
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<td>4th Scored</td>
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</tbody>
</table>

1OC Aggregate Score = 2OC Aggregate Score = 3OC Aggregate Score =

Summative Score for PUHSD Core Value 2 =

**Mark if Professional Development is needed:**

### PUHSD Core Value 3. Be Creative.
For each of the 4 selected scored elements, in the leftmost columns enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016: Standard #</th>
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</tr>
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<td>4th Scored</td>
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</tbody>
</table>

1OC Aggregate Score = 2OC Aggregate Score = 3OC Aggregate Score =

Summative Score for PUHSD Core Value 3 =

**Mark if Professional Development is needed:**

### PUHSD Core Value 4. Be Collaborative.
For each of the 4 selected scored elements, in the leftmost columns enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016: Standard #</th>
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<tr>
<td>4th Scored</td>
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</tbody>
</table>

1OC Aggregate Score = 2OC Aggregate Score = 3OC Aggregate Score =

Summative Score for PUHSD Core Value 4 =

**Mark if Professional Development is needed:**
PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
Administrator Summative Three-Cycle Score Sheet

### PUHSD Core Value 5. Be Courageous

For each of the 4 selected scored elements, in the leftmost column enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016:</th>
<th>Fall Formative Evaluation (IOC)</th>
<th>Required Spring Formative Evaluation (Cycle 2)</th>
<th>(3OC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard #</td>
<td>Element #</td>
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<td></td>
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<tr>
<td>1st Scored</td>
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<tr>
<td>4th Scored</td>
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</tr>
</tbody>
</table>

1OC Aggregate Score =
2OC Aggregate Score =
3OC Aggregate Score =

Summative Score for PUHSD Core Value 5 =

**Mark if Professional Development is needed:

### PUHSD Core Value 6. Be Conscious

For each of the 4 selected scored elements, in the leftmost column enter the APAS 2016 Standard number and Element number then enter the scores in the corresponding column. The PUHSD requires that all administrators be scored on S2E1 and S2E2. The PUHSD will evaluate CV6 only during a summative conference.

<table>
<thead>
<tr>
<th>Four elements selected by Evaluatee</th>
<th>APAS 2016:</th>
<th>Fall Formative Evaluation (IOC)</th>
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<tbody>
<tr>
<td></td>
<td>Standard #</td>
<td>Element #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Scored</td>
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<td>2nd Scored</td>
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<td>3rd Scored</td>
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<tr>
<td>4th Scored</td>
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</tbody>
</table>

1OC Aggregate Score =
2OC Aggregate Score =
3OC Aggregate Score =

Summative Score for PUHSD Core Value 6 =

**Mark if Professional Development is needed:

### Summative Performance Rating Score (the 67% score), based on PUHSD Core Values 1 – 6.

Summative Classroom Performance Rating Score (the 67% Score) =

1OC Evaluation Strength(s):

1OC Formative Evaluation Support(s):

2OC Evaluation Strength(s):

2OC Formative Evaluation Support(s):

3OC Evaluation Strength(s):

3OC Formative Evaluation Support(s):

Administrator Professional Growth Plan (APGP)

<table>
<thead>
<tr>
<th>Attained goal &gt;&gt;</th>
<th>Did not attain goal &gt;&gt;</th>
</tr>
</thead>
</table>

**Mark Professional Development is needed in this score sheet, record next steps on the professional development component of the Administrator Professional Growth Plan:

1OC Evaluation: Evaluator
Signature: __________________________ Date: ________ Signature: __________________________ Date: ________

2OC Evaluation: Evaluator
Signature: __________________________ Date: ________ Signature: __________________________ Date: ________

3OC Evaluation: Evaluator
Signature: __________________________ Date: ________ Signature: __________________________ Date: ________

☐ Check this box to indicate that this evaluation meets the requirements of A.R.S. 15-203.

☐ Check this box to indicate that this evaluation meets the requirements of A.A.C. Rule R7-2-603.
Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with its contents. The evaluatee may attach comments to this document within five days of receipt of it.
## PUHSD Administrator Evaluation Process 2021-2022 (Last Rev. 3/2018)
### Administrator Professional Improvement Plan (APIP)

Evaluator and evaluatee must sign below to indicate approval of this document. In the columns to the left below, enter your 4 selected APAS 2016 Standards (S) and Elements (E) for each PUHSD Core Value.

<table>
<thead>
<tr>
<th>PUHSD CV</th>
<th>Objective(s) for Elements rated as 2 or 1 in Fall or Spring Evaluation:</th>
<th>APIS Timelines “S” = “A” Step” in Detailed Flow Chart</th>
<th>Summative APIP Evaluation Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUHSD CV 1. Be Committed.</strong></td>
<td>Specific objectives supporting Elements rated less than effective in Fall or Spring evaluation.</td>
<td>S7A. by 11/1, completion of 1OC results in assignment of summative aggregate PC of “Ineffective” (I) to evaluatee.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>4.</td>
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</tr>
<tr>
<td><strong>PUHSD CV 2. Be Compassionate.</strong></td>
<td></td>
<td>S8A. WI 5 da. of date of 1OC post-conference, evaluator holds APIP design conference.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<td></td>
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<td>2.</td>
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</tr>
<tr>
<td><strong>PUHSD CV 3. Be Creative.</strong></td>
<td></td>
<td>S9A. by 11/15, evaluator holds 1OC formative evaluation conference (FEC); follows up on APIP.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td><strong>PUHSD CV 4. Be Collaborative.</strong></td>
<td></td>
<td>WI 15 da of FEC, evaluator provides written, qualitative feedback to evaluatee.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<tr>
<td><strong>PUHSD CV 5. Be Courageous.</strong></td>
<td></td>
<td>S10A. by 2/1, evaluator completes 2OC, resulting in (S1A) assignment of summative aggregate PC of “I” to evaluatee.</td>
<td></td>
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<tr>
<td>1.</td>
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<td>4.</td>
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</tbody>
</table>

Initial approval of APIP. Note: Signatures below of evaluatee and evaluator indicate approval of this APIP.

<table>
<thead>
<tr>
<th>Signature of Evaluator</th>
<th>Date Signed</th>
<th>Signature of Evaluatee</th>
<th>Date Signed</th>
</tr>
</thead>
</table>

Evaluation of APIP:
- Evaluatee: did not attain or make adequate progress on this APIP.
- Evaluatee: attained or made adequate progress on this APIP.

<table>
<thead>
<tr>
<th>Signature of Evaluator</th>
<th>Date Signed</th>
<th>Signature of Evaluatee</th>
<th>Date Signed</th>
</tr>
</thead>
</table>

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Phoenix Union High School District No. 210  
Page 70 of 77  
2021-2022
Appendices
Adequate Progress: Adequate progress shall be defined by the Leadership and Talent divisions and the evaluator so that the expectations for an administrator who is on a professional improvement plan outcome are communicated per the evaluatee position.

Administrator Professional Development Plan: (APDP). An annual plan to be developed collaboratively that shall support the nine APGP standards and be inclusive of the PUHSD’s mission, vision, and the administrator’s professional goals.

Administrator Professional Growth Plan: (APGP). A document that outlines an administrator’s goals, strengths, weaknesses, and an action plan for achieving professional goals.

Administrator Professional Improvement Plan: (APIP). A document that identifies specific standards and elements that need to be improved to meet the PUHSD’s standards as an administrator. The plan shall include specific goals for improvement, a timeline, and assistance to be provided and evaluator expectations.

APDP: (See “Administrator Professional Development Plan”.)

APGP: (See “Administrator Professional Growth Plan”.)

APIP: (See “Administrator Professional Improvement Plan”.)


Day: A day in which the PUHSD is in normal session, excluding, e.g., Governing Board-declared holidays and recesses.

Developing: (D). A rating that describes an aggregate performance classification where some elements are clearly and consistently observed and applied. The administrator may need improvement of one or more elements.

Effective: (E). A rating that describes an aggregate performance classification where most of the elements are clearly observed, consistently applied, and meet the expected standards of an administrator.

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

evaluatee: An administrator who is subject to an evaluation.

evaluator: An administrator who is conducting an evaluation.

Highly Effective: (HE). A rating that describes an aggregate performance classification where all elements are clearly observed, consistently applied, and is clearly exceptional in all elements.

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

Ineffective: (I). A rating that describes an aggregate performance classification where few of the elements are observed with little or no consistency in application.

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

PC: See “Performance Classification”

performance classification (PC): One of four proficiency levels (highly effective (HE), effective (E), developing (D), and ineffective (I)) used to improve evaluatee performance. See A.R.S. 15-203(A)(38).

PUHSD: The Phoenix Union High School District.

Remediation: See Administrative Improvement Plan.

Standards: Provides a framework for policy creation, training program performance, life-long career development, and system support (per APAS 2016).
Summative Aggregate Score (SAS). A performance classification score calculated based on the results of observation cycle observations during evaluation.

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 elements are rated as "ineffective".
12. Understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
13. Understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
14. Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
15. Knows how to contribute to a common culture that supports high expectations for student learning.
16. Actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
17. Respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
18. Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
19. Takes responsibility for contributing to and advancing the profession.
20. Embraces the challenge of continuous improvement and change.

Historical Note:

R7-2-603. Professional Administrative Standard:
A. The standards presented in this Section shall be the basis for approved administrative preparation programs, described in R7-2-604. The Arizona Administrator Proficiency Assessment shall assess proficiency in the standards as a requirement for certification of supervisors, principals, and superintendents, as set forth in R7-2-616.
B. Standard 1: Effective educational leaders develop, advocate, and enact a shared vision, mission, and core values of high-quality education and academic success and well-being of each student. Effective leaders:
1. Develop an educational mission for the school to promote the academic success and well-being of each student.
2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
3. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
5. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
7. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.
C. Standard 2: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being. Effective leaders:
1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Place children at the center of education and accept responsibility for each student’s academic success and well-being.
4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
5. Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
D. Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. Effective leaders:
1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
2. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender, and sexual orientation and disability or special status.
6. Promote the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.
7. Act with cultural competence and responsiveness in all aspects of leadership.
E. Standard 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. Effective leaders:
1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

5. Promote the effective use of technology in the service of teaching and learning.

6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

F. Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

1. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5. Cultivate and reinforce student engagement in school and positive student conduct.

6. Infuse the school’s learning environment with the cultures and languages of the school’s community.

G. Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. Effective leaders:

1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

3. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.

6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

H. Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. Effective leaders:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child, high expectations for professional work; ethical and equitable practice, trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

4. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.

5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

8. Encourage faculty-initiated improvement of programs and practices.

I. Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being. Effective leaders:

1. Are approachable, accessible, and welcoming to families and members of the community.

2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

5. Create means for the school community to partner with families to support student learning in and out of school.

6. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.

7. Develop and provide the school as a resource for families and the community.

8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

9. Advocate publicly for the needs and priorities of students, families, and the community.
10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

J. **Standard 9:** Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. Effective leaders:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, assessment; student learning community; professional capacity and community; and family and community engagement.
4. Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
5. Protect teachers’ and other staff members’ work and learning from disruption.
6. Employ technology to improve the quality and efficiency of operations and management.
7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
10. Develop and maintain productive relationships with the central office and school board.

K. **Standard 10:** Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. Effective leaders:

1. Seek to make school more effective for each student, teachers and staff, families, and the community.
2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, insisting on initial commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, program, and services.

9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

**Historical Note**

Former Section R7-2-603 repealed, new Section R7-2-603 adopted effective December 4, 1978 (Supp. 78-6).

**R7-2-604. Definitions:**

Definitions in R7-2-604 through R7-2-604-04, unless the context otherwise requires.

A. The state board of education shall:

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