

Phoenix Union High School District #210

ADMINISTRATOR EVALUATION PROCESS  
2023-2024



Preparing Every Student for Success  
in College, Career and Life"

Adopted by Governing Board  
September 7, 2023

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## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023 )

### Acknowledgement

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The Administrator Evaluation Document Committee would like to sincerely thank the Governing Board and Thea Andrade, 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.

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### 2023-2024 - Revisions

The people listed below revised the PXU administrator evaluation system over the course of the 2022-2023 school year. The revisions included adoption of the Stronge and Associates Site and District Leadership Evaluation Instruments, changes to parts of the administrator evaluation process, rubrics, and flow chart for administrators.

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## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Purpose

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

PXU 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 R7-2-603 effective October 24, 2016. These standards were last approved by the PXU 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) 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 RI-2-63. The "Leadership" component of the evaluation shall account for between 50% and 67% of evaluation outcomes.*

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.

The PSEL 2015 standards updated version from the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, which was itself an update of the 1996 Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

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.

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Purpose

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PXU believes quality leadership, equipped to grow professionally and adapt to change, is essential to school improvement, student learning and accomplishing the mission of PXU. 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 PXU 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 Qualified Evaluators.
- support the PXU policies and regulations.

### PXU Mission

Preparing Every Student for Success in College, Career and Life

### PXU 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 and political environment and make decisions that take into consideration the personal, professional, and political implications for all stakeholders.*

## **PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)**

### **Purpose**

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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 PXU mission and values.
- 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.

**PXU Administrator Evaluation Process 2023-2024 SY (Adopted September 2023)**

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District Leader Performance Standards	Site Leader Performance Standards
<p><b>1. Strategic Leadership</b> The district leader facilitates the development, articulation, and stewardship of the District's shared vision that leads to department/program improvement.</p>	<p><b>1. Instructional Leadership</b> The site leader drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>
<p><b>2. Planning and Assessment</b> The district leader strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in department/program progress.</p>	<p><b>2. School Climate</b> The site leader fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.</p>
<p><b>3. Human Resources Leadership</b> The district leader fosters the success of all students, staff, and community by advocating and sustaining a culture and program conducive to learning and resulting in the professional growth of staff.</p>	<p><b>3. Human Resources Leadership</b> The site leader provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.</p>
<p><b>4. Organizational Management</b> The district leader fosters the success of the department/program by supporting, managing, and overseeing the department's/program's organization, operation, and use of resources for a safe and efficient environment.</p>	<p><b>4. Organizational Management</b> The site leader cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>
<p><b>5. Communication and Community Relations</b> The district leader fosters the success of the department/program by communicating and collaborating appropriately with stakeholders.</p>	<p><b>5. Communication and Community Relations</b> The site leader fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.</p>
<p><b>6. Professionalism</b> The district leader demonstrates professional standards and ethics, engages in continuous professional learning, and contributes to the profession.</p>	<p><b>6. Professionalism</b> The site leader fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.</p>
<p><b>7. Department/Program/Student Progress</b> The district leader's leadership results in acceptable, measurable department/program/ student progress based on established standards.</p>	<p><b>7. Student Progress</b> The site leader's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.</p>

## Rating Leader Performance

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple data sources of information and are completed only after pertinent data from all sources have been reviewed.

Administrators will be rated on each performance standard using a performance appraisal rubric. As previously discussed, the rubric is a behavioral summary scale that describes performance levels for each Administrator performance standard. The scale states the measure of performance expected of Administrators and provides a general description of what each rating entails. The figure below explains the four levels of ratings.

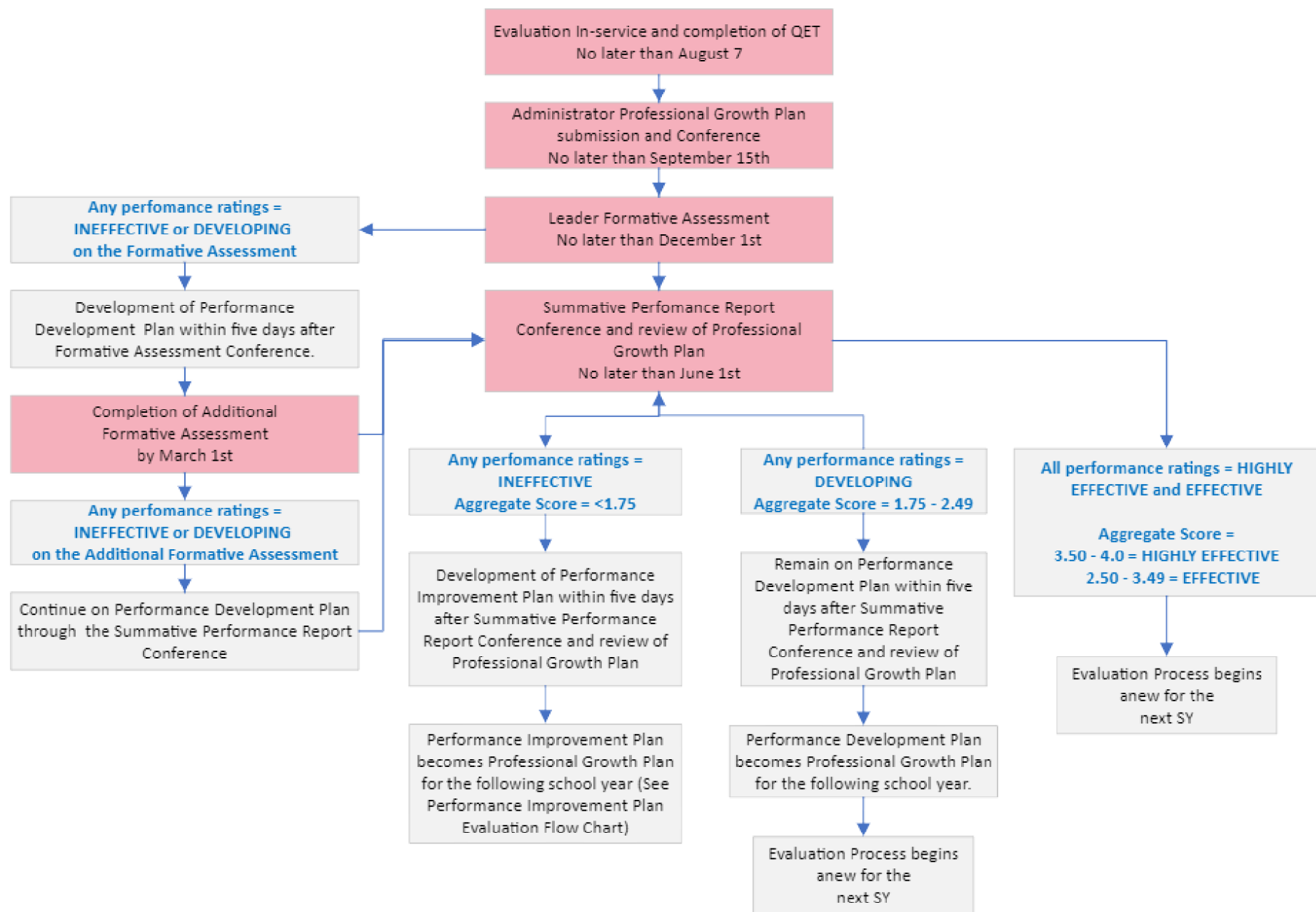
**Leaders are expected to perform at the *Effective* level.**

### Definitions of Terms Used in Rating Scale

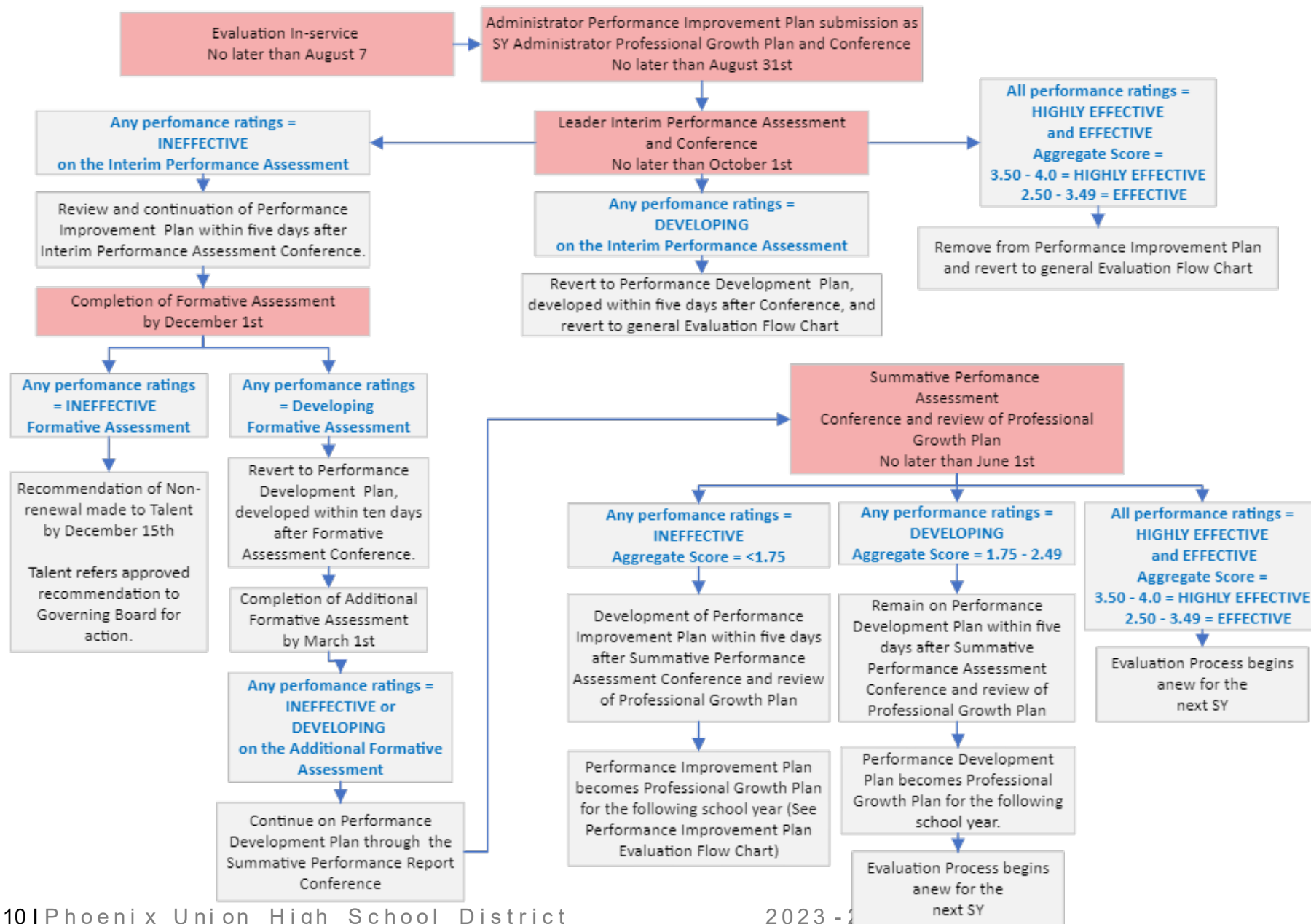
Category	Description	Definition
Highly Effective 3.5 – 4.0	The administrator performing at this level maintains performance, accomplishments, and behaviors that <u>consistently and considerably surpass</u> the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> <li>sustains high performance over a period of time.</li> <li>empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student learning and the school climate.</li> <li>serves as a role model to others.</li> </ul>
Effective 2.5- 3.49	The administrator <u>consistently meets</u> the performance standard in a manner that is aligned with the school's mission and goals.	Proficient performance: <ul style="list-style-type: none"> <li>meets the requirements contained in the performance standard.</li> <li>engages teachers and exhibits behaviors that have a positive impact on student learning and the school climate.</li> <li>demonstrates a willingness to learn and apply new skills.</li> </ul>
Developing 1.75 – 2.49	The Administrator's performance is <u>inconsistent in meeting</u> the established performance standard and/or working toward the school's mission and goals. The Administrator may be starting to exhibit the desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the administrator's performance is lacking in a particular area (i.e., needs improvement).	Developing/needs improvement performance: <ul style="list-style-type: none"> <li>requires support in meeting the performance standard.</li> <li>results in less than expected quality of student performance.</li> <li>leads to areas for administrator improvement being jointly identified and planned between the administrator and evaluator.</li> </ul>
Ineffective <1.75	The administrator <u>consistently performs below</u> the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Unacceptable performance: <ul style="list-style-type: none"> <li>does not meet the requirements contained in the performance standard.</li> <li>results in minimal student learning.</li> <li>may result in the administrator not being recommended for continued employment.</li> </ul>



# Detailed Flow Chart of the Site and District Leader Evaluation Process: 2023-2024 SY



**Detailed Flow Chart of the Site and District Leader Evaluation Process: 2023-2024 SY**  
**Administrator Performance Improvement Plan Flow Chart**



## **PXU Administrator Evaluation Process 2022-2023 (Adopted September 2023)**

### **Guidelines**

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1. The PXU administrator evaluation process shall be based on a minimum of one Formative Assessment in the Fall, and one Summative Performance Assessment in the Spring.
2. The Formative Assessment will focus on the Administrator Professional Growth Plan and the Performance Standards.
3. The Summative Performance Assessment shall focus on the Administrator Professional Growth Plan, The Performance Standards, and the Leader Self-Reflection.
4. An evaluatee will participate in the Formative Assessment Conference by December 1.
5. An evaluatee will participate in the Summative Performance Assessment Conference by June 1.
6. PXU expects every administrator to achieve a performance classification of "highly effective" or "effective" on all standards/elements for all applicable criteria.
7. An evaluatee whose performance classification is "Developing" or "Ineffective" on any Performance Standard during the Formative Assessment shall collaborate with their evaluator in the development and implementation of all of the following:
  - A. an Administrator Performance Development Plan, developed in collaboration with the evaluator within 10 days of the Formative Assessment Conference.
  - B. the completion of the Additional Formative Assessment by March 1.
  - C. the Summative Performance Assessment by June 1.
8. An evaluatee whose performance classification is "Developing" or "Ineffective" on any Performance Standard during the Additional Formative Assessment will remain on the Performance Development Plan until the completion of the Summative Performance Assessment.
9. An evaluatee whose performance classification is "Effective" or "Highly Effective" on all Performance Standards during the Additional Formative Assessment will no longer be on a Performance Development Plan. The Summative Performance Assessment Conference and Professional Growth Plan review will take place by June 1.
10. An evaluatee whose performance classification is "Developing" on any Performance Standard during the Summative Performance Assessment shall collaborate with their evaluator in the development and implementation of all of the following:
  - A. an Administrator Performance Development Plan, developed in collaboration with the evaluator within 5 days of the Summative Performance Assessment Conference.
  - B. if already on a Performance Development Plan, the administrator will continue on the PDP as their Professional Growth Plan in the next school year.
11. An evaluatee whose performance classification is "Ineffective" on any Performance Standard during the Summative Performance Assessment shall collaborate with their evaluator in the development and implementation of all of the following:
  - A. an Administrator Performance Improvement Plan, developed in collaboration with the evaluator within 10 days of the Formative Assessment Conference.
  - B. an evaluatee placed on a Performance Improvement Plan will continue on the Performance Improvement Plan in the new school year and follow the Performance Improvement Plan Evaluation Flow Chart.
12. An evaluatee who begins the new school year on a Performance Improvement Plan will collaborate with their evaluator in the implementation of all of the following:
  - A. the Professional Growth Plan will reflect the goals of the Performance Improvement Plan.

## **PXU Administrator Evaluation Process 2022-2023 (Adopted September 2023)**

### **Guidelines**

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- B. the evaluatee will participate in the Interim Performance Assessment by October 1.
    - If all performance classifications are “Effective,” or “Highly Effective” the administrator will be removed from the Performance Improvement Plan and revert to the general evaluation process.
    - If all performance classifications are “Developing,” the administrator will shift to a Performance Development Plan.
    - If any performance classifications are “Ineffective” the administrator will remain on the Performance Improvement Plan.
  - C. the evaluatee will be evaluated by December 1 through the Formative Assessment.
13. An evaluatee who begins the new school year on a Performance Improvement Plan whose classification is “EFFECTIVE” or “HIGHLY EFFECTIVE” on the Formative Assessment will be removed from the Performance Improvement Plan and revert back to the general evaluation process.
  14. An evaluatee who begins the new school year on a Performance Improvement Plan whose classification is “Developing” on any Performance Standard during the Formative Assessment will transition to a Performance Development Plan. This will be developed within 10 days of the Formative Assessment Conference.
  15. An evaluatee who begins the new school year on a Performance Improvement Plan whose classification is “Ineffective” on any Performance Standard during the Formative Assessment, completed by December 1, will be recommended to Talent for non-renewal by December 15th. Talent will make the approved recommendation for non-renewal to the Governing Board.
  16. An evaluatee has the right to submit a written response to any assessment within five days of the date of a post- conference.
  17. The number of observations and conferences identified in this evaluation process is the minimum required for a valid evaluation.
  18. Each Standard is rated according to the following performance classifications in each observation cycle:
    - A. Highly Effective (HE), a summative aggregate score = 3.5 – 4.0
    - B. Effective (E), a summative aggregate score = 2.5 – 3.49
    - C. Developing (D), a summative aggregate score = 1.75 – 2.49
    - D. Ineffective (I), a summative aggregate score = 0 – 1.74
    - E. Non-Compliant (a summative aggregate score of a cycle of 0).
  19. An administrator shall annually complete an Administrator Professional Growth Plan that supports the Stronge and Associates Leader Effectiveness Performance Evaluation System Standards and is inclusive of the PXU 's Mission, Vision, and Core Values and the administrator's professional goals.
  20. PXU shall provide an ongoing professional development program for administrators to be inclusive of PXU Mission, Vision, and the administrators' professional goals as the growth of the administrator is a value of the PXU.
  21. Adequate progress shall be defined by Leadership and Talent divisions and the evaluator so that the expectations for an administrator who is on a Administrator Performance improvement Plan are clearly stated.

**PXU Administrator Evaluation Process 2022-2023 (Adopted September 2023)**  
**Evaluation Safeguards**

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1. The PXU 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. **Mandated Additional Formative Assessment.** An evaluatee who is rated at a performance classification of "Ineffective" during the Formative Assessment shall undergo an Additional Formative Assessment by March 1 of that school year. This will be combined with the other evaluations conducted that school year.
3. **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 ensure that such a response is uploaded into the evaluation system.
4. **Year Two Procedures.** The PXU 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.
5. **Personal Bias.** An evaluatee may claim personal bias or conflict of interest on the part of an evaluator at any time during the evaluation.
6. **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.
      - a) In the event that the observation component does not occur as scheduled, the evaluatee shall provide to the evaluator information allowing the evaluator to schedule a new observation.
      - b) In the event that the evaluator and evaluatee cannot reschedule the original observation they will agree on a new observation date.
    - ii. **Other Procedural Errors.** The evaluator shall do the following when a procedural error occurs:
      - a) Meet with the evaluatee for a conference; provide feedback from any valid

## PXU Administrator Evaluation Process 2022-2023 (Adopted September 2023)

### Evaluation Safeguards

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observation that has occurred.

- b) Advise the evaluatee that a procedural error was made and all documentation from the observation will be removed from all files.
- c) Advise the evaluatee orally that the observation counts as a required observation although the records will show only that the observation was completed.
- d) Submit a written record of this procedure.

B. 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 the evaluatee and the assigned evaluator in writing within ten days of the date of the request.

#### 7. 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 certificated 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 certificated 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 waives the right to confidentiality.

#### 8. Impact of scoring a performance classification of "Ineffective" on PXU -required standards or elements.

- A. An evaluatee who scores a performance standard classification of "Ineffective" or "Developing" during Formative Assessment shall be placed on a Performance Development Plan and shall be required to undergo an Additional Formative Assessment with their evaluator, or an evaluator chosen by Leadership and Talent.

An evaluatee may submit this form at any point in the evaluation cycle to request that the PXU 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., PXU 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).

Evaluatee Name	Evaluatee Unit	Evaluator Name	Date of Request

Type of Request (check appropriate box(es))

<input type="checkbox"/>	Request for Independent Evaluator.
<input type="checkbox"/>	Response to Evaluation.
<input type="checkbox"/>	Personal Bias of Evaluator.
<input type="checkbox"/>	Failure to Follow Timelines.
<input type="checkbox"/>	Confidentiality violation.
<input type="checkbox"/>	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 PXU should do in response to this issue? Why would this be an appropriate response?

Signature of Evaluatee		Date Signed

**PXU Administrator Evaluation Process 2022-2023 (Adopted September 2023)**  
**Designation of Qualified Evaluators**

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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 the 2015 Professional Standards for Educational Leaders (PSEL 2015) as a foundation of the PXU administrator evaluation process.



## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

- I. The procedure below should be followed by the evaluator and evaluatee:
  - A. at the evaluator's discretion, observe/be observed, visit, and dialogue for a minimum of one Formative and one Summative evaluation.
  - B. by August 7, meet to review the administrator evaluation process/procedures and in-service requirements.
  - C. by September 15, conduct the pre-conference and review the Administrator Professional Growth Plan.
  - D. by December 1, complete the Formative Assessment, including a conference.
    1. Assessment scores must be provided to the evaluatee at least three days prior to the conference.
  - E. by June 1, complete the Summative Performance Assessment and conference, to include a review of the Administrator Professional Growth Plan.
    1. Assessment scores must be provided to the evaluatee at least three days prior to the conference.
    2. The evaluatee may submit a written response within 5 days of the conference to be attached to the evaluation.
- II. In addition, an evaluator shall follow the procedures below for an evaluatee with a Formative Assessment consisting of only "EFFECTIVE" or "HIGHLY EFFECTIVE" rating:
  - A. By June 1, complete the Summative Performance Assessment and Summative conference.
    1. By June 1 conduct a Summative evaluation conference, including an evaluation of the Administrator Professional Growth Plan.
    2. If the evaluatee has a Summative Performance Assessment rating of "DEVELOPING,"
      - i. within five days of the Summative Assessment conduct an Administrator Performance Development Plan design conference.
      - ii. the evaluatee may submit a written response within 5 days of the conference to be attached to the evaluation.
    3. If the evaluatee has a Summative Performance Assessment rating of "INEFFECTIVE,"
      - i. within five days of the Summative Assessment conduct an Administrator Performance Improvement Plan design conference.
      - ii. the evaluatee may submit a written response within 5 days of the conference to be attached to the evaluation.
- III. In addition, if an evaluatee receives any ratings of "DEVELOPING" in the Formative Assessment:
  - A. Within five days of the Formative post-conference, hold an Administrator Performance Development Plan design conference.
  - B. By March 1, conduct an Additional Formative Assessment observation and post conference.
    1. If in the Additional Formative Assessment, the evaluatee has only ratings of "HIGHLY EFFECTIVE" or "EFFECTIVE", by June 1, conduct a summative evaluation

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

conference, including a review of the Administrator Performance Development Plan and Administrator Professional Growth Plan.

2. If in the Additional Formative Assessment observation, the evaluatee has any ratings of DEVELOPING,
  - i. within five days of the Additional Formative Assessment post conference, conduct an Administrator Performance Development Plan design conference.
  - ii. the evaluatee may submit a written response within 5 days of the conference to be attached to the evaluation.
  - iii. by June 1 conduct a summative evaluation conference, including evaluation of the Administrator Performance Development Plan and Professional Growth Plan.
3. If in the Additional Formative Assessment observation, the evaluatee has any ratings of “INEFFECTIVE,”
  - i. within five days of the Additional Formative Assessment post conference conduct an Administrator Performance Improvement Plan design conference.
  - ii. the evaluatee may submit a written response within 5 days of the conference to be attached to the evaluation.
  - iii. by June 1 conduct a summative evaluation conference, including an evaluation of the Administrator Performance Improvement Plan and Professional Growth Plan.

C. By June 1, complete the Summative conference.

1. If in the Additional Formative Assessment observation, the evaluatee has any ratings of “INEFFECTIVE,”
  - i. within five days of the Additional Formative Assessment post conference conduct an Administrator Performance Improvement Plan design conference.
  - ii. the evaluatee may submit a written response within 5 days of the conference to be attached to the evaluation.
  - iii. by June 1 conduct a summative evaluation conference, including an evaluation of the Administrator Performance Improvement Plan and Professional Growth Plan.

IV. In addition, an evaluator shall follow the procedures below for an evaluatee with a Formative Assessment observation rating of “INEFFECTIVE”:

- A. Notify Talent as directed and explain procedures and timelines to evaluatee.
- B. Within five days of the Formative Assessment post-conference, hold an Administrator Performance Improvement Plan design conference.
- C. The evaluatee may submit a written response within 5 days of the conference to be attached to the evaluation.
- D. By December 1, conduct a Formative evaluation conference and follow up on the Administrator Performance Improvement Plan.
- E. By March 1, complete the Additional Formative Assessment observation (including a post-

conference).

1. If the evaluatee has an Additional Formative Assessment observation rating of “HIGHLY EFFECTIVE,” “EFFECTIVE,” or “DEVELOPING” by June 1, conduct a summative evaluation conference, including a review of the Administrator Performance Development Plan and Professional Growth Plan.
  2. If the evaluatee has an Additional Formative Assessment observation rating of “INEFFECTIVE” the evaluator,
    - i. conducts a Administrator Performance Development Plan conference within.
    - ii. the evaluatee may submit a written response within 5 days of the conference to be attached to the evaluation.
- V. An evaluatee whose performance classification is "Ineffective" on any Performance Standard during the Summative Performance Assessment shall collaborate with their evaluator in the development and implementation of all of the following:
- A. an Administrator Performance Improvement Plan, developed in collaboration with the evaluator within 10 days of the Formative Assessment Conference.
  - B. an evaluatee placed on a Performance Improvement Plan will continue on the Performance Improvement Plan in the new school year and follow the Performance Improvement Plan Evaluation Flow Chart.
  - C. An evaluatee who begins the new school year on a Performance Improvement Plan will collaborate with their evaluator in the implementation of all of the following:
    1. the Professional Growth Plan will reflect the goals of the Performance Improvement Plan.
    2. the evaluatee will participate in the Interim Performance Assessment by October 1 .
  - D. If all performance classifications are “Developing,” “Effective,” or “Highly Effective” the administrator will shift to a Performance Development Plan.
    1. If any performance classifications are “Ineffective” the administrator will remain on the Performance Improvement Plan.
    2. the evaluatee will be evaluated by December 1 through the Formative Assessment.
  - E. An evaluatee who begins the new school year on a Performance Improvement Plan whose classification is “Developing” on any Performance Standard during the Formative Assessment will transition to a Performance Development Plan. This will be developed within 10 days of the Formative Assessment Conference.
  - F. An evaluatee who begins the new school year on a Performance Improvement Plan whose classification is “Ineffective” on any Performance Standard during the Formative Assessment, completed by December 1, will be recommended to Talent for non-renewal. Talent will make the approved recommendation for non-renewal to the Governing Board by December 15.

## Administrator Performance Growth Plan (APGP)

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

Directions: This form is a tool to assist leaders in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Department/Program/Student Progress. Use a separate sheet for each goal.

Leader's Name: \_\_\_\_\_

School/Department: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

I. School/Department/Program Profile (Describe the school /department/program setting and any unique circumstances impacting the school community as a whole.)		
II. Content/Subject/Field Area (Describe the area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data.)		
III. Baseline Data (What does the current data show?)	<input type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want the learners/department/program to accomplish.)		
V. Means for Attaining Goal (Check the standard to which the strategies relate.) <input type="checkbox"/> 1. Instructional/Strategic Leadership <input type="checkbox"/> 2. School Climate/Planning and Assessment <input type="checkbox"/> 3. Human Resources Leadership <input type="checkbox"/> 4. Organizational Management <input type="checkbox"/> 5. Communication and Community Relations <input type="checkbox"/> 6. Professionalism <input type="checkbox"/> 7. Department/Program/Student Progress		
<i>Strategy</i>	<i>Measurable By</i>	<i>Target Date</i>

**PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)**

VI. Mid-Year Review (Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Admin. Eval. _____
VII. End-of-Year Data Results (Describe accomplishments at the end of year.)	<input type="checkbox"/> Data attached

Initial Goal Submission (due by August 31<sup>st</sup> to the evaluator)

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

End-of-Year Review

Appropriate Data Received ☐

Did the strategies used and data provided demonstrate the application of professional growth?

Yes ☐ No ☐

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Name: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

## Administrator Performance Development Plan (APDP)

## Performance Development Plan Form

*(Required for a leader placed on a Performance Development Plan when scored Ineffective or Developing on any Standard during the Formative or Additional Formal Assessment)*

Evaluatee's Name: \_\_\_\_\_ School: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Leader	Target Dates

The evaluatee's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the leader of unacceptable performance.

Evaluatee's Name: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date Initiated: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date Initiated: \_\_\_\_\_



## Administrator Performance Improvement Plan (APIP)

## Performance Improvement Plan Form

*(Required for a leader placed on a Performance Improvement Plan Ineffective on any Standard during the Summative Performance Report)*

Leader's Name: \_\_\_\_\_ School: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Leader	Target Dates

The leader's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the leader of unacceptable performance.

Leader's Name: \_\_\_\_\_

Leader's Signature: \_\_\_\_\_ Date Initiated: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date Initiated: \_\_\_\_\_

## Site Leader Formative Assessment Form

*Directions: Use this form to comment on evidence related to the standards from discussions with the site leader, site visitations, student academic progress and achievement data, and documentation provided by the site leader. Evaluators may use multiple formative assessment forms, as applicable.*

Site Leader's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

### Performance Standard 1: Instructional Leadership

*The site leader drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The Site Leader:

- 1.1 Leads the collaborative development and implementation of a compelling shared vision for educational improvement and works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress and that lead to school improvement.
- 1.3 Connects both initiatives and innovative strategies to maximize the achievement of each student.
- 1.4 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and maximize overall school effectiveness.
- 1.5 Acquires and shares knowledge of research-based instructional best practices in the classroom.
- 1.6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- 1.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/ caregivers, and to inform instructional practices.
- 1.9 Provides collaborative leadership for the design and implementation of efficient schedules that protect and maximize instructional time.
- 1.10 Provides the expectation and focus for continuous learning of all members of the school community.
- 1.11 Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.
- 1.12 Demonstrates the importance of sustained professional development by participating in and providing adequate time and resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams, action research).
- 1.13 Evaluates the impact professional development has on the staff, instructional practices, school improvement, and student academic progress.

Comments:

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 2: School Climate

*The site leader fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The Site Leader:

- 2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders.
- 2.3 Uses shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.
- 2.5 Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.
- 2.6 Identifies and addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner.
- 2.8 Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, district, and local school rules, policies, and procedures
- 2.9 Develops and/or implements best practices in schoolwide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders.
- 2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student.
- 2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community.

Comments:

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 3: Human Resources Leadership

*The site leader provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The Site Leader:

- 3.1 Actively leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local, state, and federal requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a development process for all new and targeted instructional personnel and cultivates leadership potential through personal mentoring and coaching.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally.

Comments:

**Performance Standard 4: Organizational Management**

*The site leader cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The Site Leader:

- 4.1 Demonstrates and communicates a working knowledge and understanding of state public education rules, regulations, laws, and school district policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.
- 4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school district policies and procedures.
- 4.5 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and appropriate manner.
- 4.6 Develops short- and long-term goals to improve organizational and operational efficiency and impact.
- 4.7 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.
- 4.9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
- 4.10 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

**Performance Standard 5: Communication and Community Relations**

*The site leader fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.*

**Sample Performance Indicators (Examples may include, but are not limited to:)**

**The Site Leader:**

- 5.1 Plans strategically for and solicits student, parent/caregiver, staff, and other stakeholder input to promote sound judgment in the decision-making process and communication when appropriate.
- 5.2 Collaborates with stakeholders and communicates long- and short-term goals and the school improvement plan.
- 5.3 Disseminates information to students, parents/caregivers, staff, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.
- 5.5 Maintains visibility and accessibility to students, parents/caregivers, staff, and other stakeholders.
- 5.6 Speaks and writes in a clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/ caregivers, staff, and other stakeholders.
- 5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English.
- 5.8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.
- 5.9 Collaborates and networks with colleagues and stakeholders to capitalize on the resources and expertise available in the local community.
- 5.10 Advocates for students and acts intentionally to influence family, school, and district decisions affecting student learning.
- 5.11 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Comments:**

**Performance Standard 6: Professionalism**

*The site leader fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators (Examples may include, but are not limited to:)**

**The Site Leader:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes daily.
- 6.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor in accordance with school board policy and district expectations.
- 6.4 Models professional behavior and is culturally responsive to students, parents/ caregivers, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, forthright, and respectful attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- 6.9 Engages in personal professional development that positively impacts school effectiveness.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Comments:**



## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 7: Student Progress

*The site leader's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The Site Leader:

- 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- 7.2 Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress.
- 7.3 Communicates assessment results to multiple internal and external stakeholders.
- 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.5 Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 7.7 Demonstrates responsibility for school academic achievement through proactive interactions with students, parents/caregivers, staff, and other stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- 7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- 7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

Commendations:

Areas of Growth:

\_\_\_\_\_  
Site Leader's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

## District Leader Formative Assessment Form

*Directions: Use this form to comment on evidence related to the standards from discussions with the district leader, site visitations, data analysis, and documentation provided by the district leader. Evaluators may use multiple formative assessment forms, as applicable.*

District Leader's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

### Performance Standard 1: Strategic Leadership

*The district leader facilitates the development, articulation, and stewardship of the district's shared vision that leads to department/program improvement.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The district leader:

- 1.1 Collaboratively develops and sustains a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- 1.2 Plans, implements, supports, monitors, and evaluates department programs and services that support district goals and lead to department and school improvement.
- 1.3 Sets short-term and long-term department/program goals and key performance indicators aligned with the district's vision and mission.
- 1.4 Works with staff to identify needs and to design, revise, and monitor procedures to ensure appropriate delivery of the department program and services.
- 1.5 Provides staff with resources for the successful implementation of applicable strategies.
- 1.6 Communicates a clear vision of excellence and continuous improvement consistent with the vision/goals of the district.
- 1.7 Promotes a climate of mutual respect, trust, professionalism, and an understanding and appreciation for diversity with students and staff.
- 1.8 Possesses knowledge of research-based best practices in the profession.

Comments:

**Performance Standard 2: Planning and Assessment**

*The district leader strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in department/program progress.*

**Sample Performance Indicators (Examples may include, but are not limited to:)**

The district leader:

- 2.1 Supports the district's vision by identifying, articulating, and planning to meet the needs of students, staff, and other stakeholders.
- 2.2 Organizes the collaborative implementation of a district strategic plan based on analysis of data from a variety of sources.
- 2.3 Uses research-based techniques to analyze and apply data gathered from district improvement measures that include department/program assessment results.
- 2.4 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based practices that result in increased program effectiveness.
- 2.5 Monitors and evaluates the use of department data to provide timely and accurate feedback to staff to inform practices.
- 2.6 Plans and prepares budget allocations using sound, data-driven decision making.

Comments:

**Performance Standard 3: Human Resources Leadership**

*The district leader fosters the success of all students, staff, and community by advocating and sustaining a culture and program conducive to learning and resulting in the professional growth of staff.*

**Sample Performance Indicators (Examples may include, but are not limited to:)**

The district leader:

- 3.1 Implements sound personnel procedures in recruiting, employing, and retaining highly-qualified personnel based on identified needs.
- 3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved department success.
- 3.3 Maximizes human resources by building on the strengths of staff members and providing them with professional learning opportunities to grow professionally and gain self-confidence in their skills.
- 3.4 Addresses barriers to staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 3.5 Implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
- 3.6 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures.
- 3.8 Provides professional learning programs consistent with department/program evaluation results and improvement plans.
- 3.9 Participates in professional learning alongside staff when strategies are being taught for future implementation.
- 3.10 Evaluates the impact professional learning has on department/program improvement.

Comments:

**Performance Standard 4: Organizational Management**

*The district leader fosters the success of the department/program by supporting, managing, and overseeing the department's/program's organization, operation, and use of resources for a safe and efficient environment.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The district leader:

- 4.1 Oversees the alignment, coordination, and delivery of assigned programs such that the district and all schools meet all required federal, state, and local standards.
- 4.2 Manages and implements department/program budgets in compliance with all applicable rules and regulations.
- 4.3 Acquires, allocates, and manages department/program, material, financial, and human resources in compliance with all laws to ensure the successful and equitable support of all of the district's students, schools, and programs.
- 4.4 Develops and reviews staffing plans to ensure the organization operates efficiently and productively to meet the needs of the district.
- 4.5 Demonstrates organizational skills to achieve department, school, and district goals.
- 4.6 Identifies, analyzes, and resolves problems using constructive problem-solving techniques.
- 4.7 Facilitates an orderly and positive environment that is conducive to department/ program success.
- 4.8 Provides collaborative leadership for constructive and efficient use of time and other resources.

Comments:

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 5: Communication and Community Relations

*The district leader fosters the success of the department/program by communicating and collaborating appropriately with stakeholders.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The district leader:

- 5.1 Promotes a professional culture of mutual respect, trust, equality of opportunity, and teamwork within the district.
- 5.2 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects the district based on relevant evidence.
- 5.3 Facilitates productive and timely communication.
- 5.4 Initiates communication and facilitates cooperation among staff regarding department or district initiatives.
- 5.5 Solicits staff input to discuss issues and goals and to promote productive decision-making.
- 5.6 Collaborates and networks with colleagues and stakeholders to efficiently use resources and expertise to support the success of the department/program.
- 5.7 Uses appropriate communication strategies with a heightened awareness of and sensitivity to all staff and members of a diverse school community.
- 5.8 Is visible, approachable, and dedicates time to listen to the concerns of staff, teachers, and other stakeholders.
- 5.9 Uses appropriate written, verbal, and nonverbal communications skills in all settings.

Comments:

### Performance Standard 6: Professionalism

*The district leader demonstrates professional standards and ethics, engages in continuous professional learning, and contributes to the profession.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The district leader:

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.3 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the district.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional learning.
- 6.5 Maintains a high level of personal knowledge regarding new developments and techniques and shares the information with appropriate staff.
- 6.6 Networks with colleagues to share knowledge about successful practices and to improve and enhance administrative knowledge, skills, and organizational success.
- 6.7 Models an appreciation of diversity, equity, and inclusion for all stakeholders.

Comments:

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 7: Department/Program/Student Progress

*The district leader's leadership results in acceptable, measurable department/program/student progress based on established standards.*

Sample Performance Indicators (Examples may include, but are not limited to:)

The district leader:

- 7.1 Develops, implements, monitors, and updates department/program action plans that result in meeting district goals.
- 7.2 Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to department/program/student progress and improvement.
- 7.3 Collaboratively develops, implements, and monitors long- and short-range achievement of department/program goals.
- 7.4 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.
- 7.5 Uses staff meetings and professional learning activities to focus on department/program/student outcomes.
- 7.6 Communicates department/program/student progress to multiple internal and external stakeholders.
- 7.7 Provides evidence that measurable, reasonable, and appropriate achievement of goals and key performance indicators are being met.

Comments:

Commendations:

Areas of Growth:

\_\_\_\_\_  
Site Leader's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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## Site Leader Interim Performance Assessment

*Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations/school site visits, review(s) of documentation evidence, and other appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the site leader’s progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This assessment is shared at a meeting with the site leader held within appropriate timelines.*

Site Leader’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Strengths:

Areas of Improvement:

Site Leader’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Leader’s Name: \_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator’s Name: \_\_\_\_\_



**Performance Standard 1: Instructional Leadership**

*The site leader drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The Site Leader:**

- 1.1 Leads the collaborative development and implementation of a compelling shared vision for educational improvement and works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress and that lead to school improvement.
- 1.3 Connects both initiatives and innovative strategies to maximize the achievement of each student.
- 1.4 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and maximize overall school effectiveness.
- 1.5 Acquires and shares knowledge of research-based instructional best practices in the classroom.
- 1.6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- 1.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/ caregivers, and to inform instructional practices.
- 1.9 Provides collaborative leadership for the design and implementation of efficient schedules that protect and maximize instructional time.
- 1.10 Provides the expectation and focus for continuous learning of all members of the school community.
- 1.11 Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.
- 1.12 Demonstrates the importance of sustained professional development by participating in and providing adequate time and resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams, action research).
- 1.13 Evaluates the impact professional development has on the staff, instructional practices, school improvement, and student academic progress.

Comments:

☐ Evident      ☐ Not Evident

**Performance Standard 2: School Climate**

*The site leader fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.*

**Sample Performance Indicators**

Examples may include, but are not limited to:

The Site Leader:

- 2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders.
- 2.3 Uses shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.
- 2.5 Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.
- 2.6 Identifies and addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner.
- 2.8 Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, district, and local school rules, policies, and procedures
- 2.9 Develops and/or implements best practices in schoolwide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders.
- 2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student.
- 2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community.

Comments:

☐ Evident      ☐ Not Evident

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 3: Human Resources Leadership

*The site leader provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.*

#### Sample Performance Indicators

Examples may include, but are not limited to:

The Site Leader:

- 3.1 Actively leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local, state, and federal requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a development process for all new and targeted instructional personnel and cultivates leadership potential through personal mentoring and coaching.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally.

Comments:

☐ Evident      ☐ Not Evident

**Performance Standard 4: Organizational Management**

*The site leader cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Performance Indicators**

Examples may include, but are not limited to:

The Site Leader:

- 4.1 Demonstrates and communicates a working knowledge and understanding of state public education rules, regulations, laws, and school district policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.
- 4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school district policies and procedures.
- 4.5 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and appropriate manner.
- 4.6 Develops short- and long-term goals to improve organizational and operational efficiency and impact.
- 4.7 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.8 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- 4.9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
- 4.10 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

☐ Evident      ☐ Not Evident

**Performance Standard 5: Communication and Community Relations**

*The site leader fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.*

**Sample Performance Indicators**

Examples may include, but are not limited to:

The si:

- 5.1 Plans strategically for and solicits student, parent/caregiver, staff, and other stakeholder input to promote sound judgment in the decision-making process and communication when appropriate.
- 5.2 Collaborates with stakeholders and communicates long- and short-term goals and the school improvement plan.
- 5.3 Disseminates information to students, parents/caregivers, staff, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.
- 5.5 Maintains visibility and accessibility to students, parents/caregivers, staff, and other stakeholders.
- 5.6 Speaks and writes in a clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/ caregivers, staff, and other stakeholders.
- 5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English.
- 5.8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.
- 5.9 Collaborates and networks with colleagues and stakeholders to capitalize on the resources and expertise available in the local community.
- 5.10 Advocates for students and acts intentionally to influence family, school, and district decisions affecting student learning.
- 5.11 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

☐ Evident

☐ Not Evident

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 6: Professionalism

*The site leader fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.*

#### Sample Performance Indicators

Examples may include, but are not limited to:

#### The Site Leader:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes daily.
- 6.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor in accordance with school board policy and district expectations.
- 6.4 Models professional behavior and is culturally responsive to students, parents/ caregivers, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, forthright, and respectful attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- 6.9 Engages in personal professional development that positively impacts school effectiveness.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

☐ Evident      ☐ Not Evident

**Performance Standard 7. Student Progress**

*The site leader's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.*

**Sample Performance Indicators**

Examples may include, but are not limited to:

The Site Leader:

- 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- 7.2 Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress.
- 7.3 Communicates assessment results to multiple internal and external stakeholders.
- 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.5 Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 7.7 Demonstrates responsibility for school academic achievement through proactive interactions with students, parents/caregivers, staff, and other stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- 7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- 7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

☐ Evident      ☐ Not Evident

## District Leader Interim Performance Assessment

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*Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations/site visits, review(s) of documentation evidence, and other appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the district leader’s progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This assessment is shared at a meeting with the district leader held within appropriate timelines.*

District Leader’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Strengths:

Areas of Improvement:

District Leader’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District Leader’s Name: \_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator’s Name: \_\_\_\_\_



**Performance Standard 1: Strategic Leadership**

*The district leader facilitates the development, articulation, and stewardship of the district's shared vision that leads to department/program improvement.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

The district leader:

- 1.1 Collaboratively develops and sustains a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- 1.2 Plans, implements, supports, monitors, and evaluates department programs and services that support district goals and lead to department and school improvement.
- 1.3 Sets short-term and long-term department/program goals and key performance indicators aligned with the district's vision and mission.
- 1.4 Works with staff to identify needs and to design, revise, and monitor procedures to ensure appropriate delivery of the department program and services.
- 1.5 Provides staff with resources for the successful implementation of applicable strategies.
- 1.6 Communicates a clear vision of excellence and continuous improvement consistent with the vision/goals of the district.
- 1.7 Promotes a climate of mutual respect, trust, professionalism, and an understanding and appreciation for diversity with students and staff.
- 1.8 Possesses knowledge of research-based best practices in the profession.

Comments:

☐ Evident      ☐ Not Evident

**Performance Standard 2: Planning and Assessment**

*The district leader strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in department/program progress.*

**Sample Performance Indicators**

Examples may include, but are not limited to:

The district leader:

- 2.1 Supports the district's vision by identifying, articulating, and planning to meet the needs of students, staff, and other stakeholders.
- 2.2 Organizes the collaborative implementation of a district strategic plan based on analysis of data from a variety of sources.
- 2.3 Uses research-based techniques to analyze and apply data gathered from district improvement measures that include department/program assessment results.
- 2.4 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based practices that result in increased program effectiveness.
- 2.5 Monitors and evaluates the use of department data to provide timely and accurate feedback to staff to inform practices.
- 2.6 Plans and prepares budget allocations using sound, data-driven decision making.

Comments:

☐ Evident      ☐ Not Evident

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 3: Human Resources Leadership

*The district leader fosters the success of all students, staff, and community by advocating and sustaining a culture and program conducive to learning and resulting in the professional growth of staff.*

#### Sample Performance Indicators

Examples may include, but are not limited to:

The district leader:

- 3.1 Implements sound personnel procedures in recruiting, employing, and retaining highly-qualified personnel based on identified needs.
- 3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved department success.
- 3.3 Maximizes human resources by building on the strengths of staff members and providing them with professional learning opportunities to grow professionally and gain self-confidence in their skills.
- 3.4 Addresses barriers to staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 3.5 Implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
- 3.6 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures.
- 3.8 Provides professional learning programs consistent with department/program evaluation results and improvement plans.
- 3.9 Participates in professional learning alongside staff when strategies are being taught for future implementation.
- 3.10 Evaluates the impact professional learning has on department/program improvement

Comments:

☐ Evident      ☐ Not Evident

**Performance Standard 4: Organizational Management**

*The district leader fosters the success of the department/program by supporting, managing, and overseeing the department's/program's organization, operation, and use of resources for a safe and efficient environment.*

**Sample Performance Indicators**

Examples may include, but are not limited to:

The district leader:

- 4.1 Oversees the alignment, coordination, and delivery of assigned programs such that the district and all schools meet all required federal, state, and local standards.
- 4.2 Manages and implements department/program budgets in compliance with all applicable rules and regulations.
- 4.3 Acquires, allocates, and manages department/program, material, financial, and human resources in compliance with all laws to ensure the successful and equitable support of all of the district's students, schools, and programs.
- 4.4 Develops and reviews staffing plans to ensure the organization operates efficiently and productively to meet the needs of the district.
- 4.5 Demonstrates organizational skills to achieve department, school, and district goals.
- 4.6 Identifies, analyzes, and resolves problems using constructive problem-solving techniques.
- 4.7 Facilitates an orderly and positive environment that is conducive to department/ program success.
- 4.8 Provides collaborative leadership for constructive and efficient use of time and other resources.

Comments:

☐ Evident      ☐ Not Evident

**Performance Standard 5: Communication and Community Relations**

*The district leader fosters the success of the department/program by communicating and collaborating appropriately with stakeholders.*

**Sample Performance Indicators**

Examples may include, but are not limited to:

The district leader:

- 5.1 Promotes a professional culture of mutual respect, trust, equality of opportunity, and teamwork within the district.
- 5.2 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects the district based on relevant evidence.
- 5.3 Facilitates productive and timely communication.
- 5.4 Initiates communication and facilitates cooperation among staff regarding department or district initiatives.
- 5.5 Solicits staff input to discuss issues and goals and to promote productive decision-making.
- 5.6 Collaborates and networks with colleagues and stakeholders to efficiently use resources and expertise to support the success of the department/program.
- 5.7 Uses appropriate communication strategies with a heightened awareness of and sensitivity to all staff and members of a diverse school community.
- 5.8 Is visible, approachable, and dedicates time to listen to the concerns of staff, teachers, and other stakeholders.
- 5.9 Uses appropriate written, verbal, and nonverbal communications skills in all settings.

Comments:

☐ Evident      ☐ Not Evident

Performance Standard 6: Professionalism

*The district leader demonstrates professional standards and ethics, engages in continuous professional learning, and contributes to the profession.*

Sample Performance Indicators

Examples may include, but are not limited to:

The district leader:

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.3 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the district.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional learning.
- 6.5 Maintains a high level of personal knowledge regarding new developments and techniques and shares the information with appropriate staff.
- 6.6 Networks with colleagues to share knowledge about successful practices and to improve and enhance administrative knowledge, skills, and organizational success.
- 6.7 Models an appreciation of diversity, equity, and inclusion for all stakeholders.

Comments:

☐ Evident      ☐ Not Evident

**Performance Standard 7: Department/Program/Student Progress**

*The district leader's leadership results in acceptable, measurable department/program/student progress based on established standards.*

**Sample Performance Indicators**

Examples may include, but are not limited to:

The district leader:

- 7.1 Develops, implements, monitors, and updates department/program action plans that result in meeting district goals.
- 7.2 Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to department/program/student progress and improvement.
- 7.3 Collaboratively develops, implements, and monitors long- and short-range achievement of department/program goals.
- 7.4 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.
- 7.5 Uses staff meetings and professional learning activities to focus on department/program/student outcomes.
- 7.6 Communicates department/program/student progress to multiple internal and external stakeholders.
- 7.7 Provides evidence that measurable, reasonable, and appropriate achievement of goals and key performance indicators are being met.

Comments:

☐ Evident

☐ Not Evident

## Site Leader Summative Performance Assessment

*Directions: Evaluators use this form to provide the site leader with an assessment of performance. The site leader should be given a copy of the form at the end of each evaluation cycle.*

Site Leader's Name: \_\_\_\_\_ School Year(s): \_\_\_\_\_  
 School: \_\_\_\_\_

Documentation Reviewed:    Documentation Evidence    Student Academic Progress Goal Setting Form  
☐ Observation/Formative Feedback Forms    Other

### Performance Standard 1: Instructional Leadership

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The site leader actively and consistently employs innovative and impactful leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The site leader drives the success of all students by facilitating the development, communication, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The site leader is inconsistent in driving the success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The site leader fails to drive the success of all students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
<div style="text-align: center;"><input type="checkbox"/></div> Comments:	<div style="text-align: center;"><input type="checkbox"/></div>	<div style="text-align: center;"><input type="checkbox"/></div>	<div style="text-align: center;"><input type="checkbox"/></div>



## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 2: School Climate

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The site leader seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evidenced through results.	The site leader fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.	The site leader is inconsistent in fostering the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.	The site leader fails to foster the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

### Performance Standard 3: Human Resources Leadership

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The site leader consistently demonstrates expertise in impactful human resources leadership, which results in a highly- productive workforce (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).	The site leader provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.	The site leader is inconsistent in providing human resources leadership by selecting, inducting, supporting, evaluating, and/or retaining quality instructional and support personnel.	The site leader fails to provide human resources leadership by inducting, evaluating, and/or retaining quality instructional and support personnel.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 4: Organizational Management

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The site leader is exemplary at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The site leader cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The site leader is inconsistent in cultivating the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.	The site leader fails to cultivate the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

### Performance Standard 5: Communication and Community Relations

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The site leader proactively seeks and creates innovative and productive methods to communicate and engage impactfully with stakeholders.	The site leader fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.	The site leader is inconsistent in fostering the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.	The site leader fails to foster the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 6: Professionalism

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The site leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The site leader fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.	The site leader is inconsistent in fostering the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.	The site leader fails to foster the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

### Performance Standard 7: Student Progress

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The site leader's leadership serves as an exemplar to others and results in a high level of student academic progress with all populations of learners.	The site leader's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.	The site leader's leadership results in student academic progress that inconsistently meets the established standard.	The site leader's leadership consistently results in inadequate student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

Overall Evaluation Summary:

Performance Standard	Performance Rating	Points HE=4 E=3 PE=2 IE=1
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		

Rating	Range of Scores
<i>Highly Effective</i>	3.50-4.00
<i>Effective</i>	2.50-3.49
<i>Partially Effective</i>	1.75-2.49
<i>Ineffective</i>	1.00-1.74

☐ Highly Effective

☐ Effective

☐ Developing

☐ Ineffective

Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Ineffective*.)

Commendations:

Areas Noted for Improvement:

Site Leader Improvement Goals:

\_\_\_\_\_  
Site Leader's Signature

(Site Leader's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

## District Leader Summative Performance Assessment

Directions: Evaluators use this form to provide the district leader with an assessment of performance. The district leader should be given a copy of the form at the end of each evaluation cycle.

District Leader's Name: \_\_\_\_\_ School Year(s): \_\_\_\_\_

Department: \_\_\_\_\_

Documentation Reviewed:    Documentation Evidence    Department/Program Goal Setting Form  
☐ Observation/Formative Feedback Forms    Other Performance

### Standard 1: Strategic Leadership

(4 pts.) <b>Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	(3 pts.) <b>Effective</b> <i>Effective is the expected level of performance</i>	(2 pts.) <b>Developing</b>	(1 pt.) <b>Ineffective</b>
The district leader actively and consistently employs innovative and dynamic leadership strategies that maximize department/program progress and result in a shared vision that reflects excellence.	<b>The district leader facilitates the development, articulation, and stewardship of the district's shared vision that leads to department/program improvement.</b>	The district leader is inconsistent in facilitating the development, articulation, and/or stewardship of the district's shared vision that leads to department/program improvement.	The district leader fails to facilitate the development, articulation, and/or stewardship of the district's shared vision that leads to department/program improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 2: Planning and Assessment

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The district leader proactively seeks out research on the impactful use of assessment data and ensures district personnel are aware of relevant findings and are using data to improve programs, resulting in improved department/program performance.	<b>The district leader strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in department/program progress.</b>	The district leader is inconsistent in gathering, analyzing, and/or using a variety of data to guide planning and decision making consistent with established guidelines, policies, and/or procedures that result in department/program progress.	The district leader fails to gather, analyze, and/or use a variety of data to guide planning and decision making consistent with established guidelines, policies, and/or procedures that result in department/program progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

### Performance Standard 3: Human Resources Leadership

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The district leader actively and consistently employs innovative and dynamic leadership strategies that empower staff and result in practices that reflect excellence.	<b>The district leader fosters the success of all students, staff, and community by advocating and sustaining a culture and program conducive to learning and resulting in the professional growth of staff.</b>	The district leader is inconsistent in fostering the success of all students, staff, and community by advocating and/or sustaining a culture and program conducive to learning and resulting in the professional growth of staff.	The district leader fails to foster the success of all students, staff, and community by advocating and/or sustaining a culture and program conducive to learning and resulting in the professional growth of staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 4: Organizational Management

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The district leader is exemplary in organizational management skills, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	<b>The district leader fosters the success of the department/program by supporting, managing, and overseeing the department's/program's organization, operation, and use of resources for a safe and efficient and environment.</b>	The district leader is inconsistent in fostering the success of the department/program by supporting, managing, and overseeing the department's/program's organization, operation, and/or use of resources for a safe and efficient environment.	The district leader fails to foster the success of the department/program by supporting, managing, and overseeing the department's/program's organization, operation, and/or use of resources for a safe and efficient environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

### Performance Standard 5: Communication and Community Relations

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The district leader proactively seeks and creates innovative and highly productive methods to communicate and engage with stakeholders.	<b>The district leader fosters the success of the department/program by communicating and collaborating appropriately with stakeholders.</b>	The district leader is inconsistent in fostering the success of the department/program by communicating and/or collaborating appropriately with stakeholders.	The district leader fails to foster the success of the department/program by communicating and/or collaborating appropriately with stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			



## PXU Administrator Evaluation Process 2023-2024 (Adopted September 2023)

### Performance Standard 6: Professionalism

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The district leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	<b>The district leader demonstrates professional standards and ethics, engages in continuous professional learning, and contributes to the profession.</b>	The district leader is inconsistent in demonstrating professional standards and ethics, engaging in continuous professional learning, and/or in contributing to the profession.	The district leader fails to demonstrate professional standards and ethics, engage in continuous professional development, and/or contribute to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

### Performance Standard 7: Department/Program/Student Progress

<b>(4 pts.) Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>(3 pts.) Effective</b> <i>Effective is the expected level of performance</i>	<b>(2 pts.) Developing</b>	<b>(1 pt.) Ineffective</b>
The district leader's leadership serves as an exemplar to others and results in a high level of department/program/student progress.	<b>The district leader's leadership results in acceptable, measurable, department/program/student progress based on established standards.</b>	The district leader's leadership results in department/program/student progress that is inconsistent in meeting the established standard.	The district leader's leadership results in department/program/student progress that fails to meet the established standard.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Overall Evaluation Summary:

Performance Standard	Performance Rating	Points HE=4 E=3 D=2 IE=1
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		

Rating	Range of Scores
<i>Highly Effective</i>	3.50-4.00
<i>Effective</i>	2.50-3.49
<i>Partially Effective</i>	1.75-2.49
<i>Ineffective</i>	1.00-1.74

☐ Highly Effective

☐ Effective

☐ Developing

☐ Ineffective

☐ Recommended for placement on a Performance Improvement Plan. (One or more standards are Ineffective.)

Commendations:

Areas Noted for Improvement:

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District Leader Improvement Goals: \_\_\_\_\_

\_\_\_\_\_  
District Leader’s Signature

\_\_\_\_\_  
Date

(District leader’s signature denotes receipt of the summative evaluation,  
not necessarily agreement with the contents of the form.)

\_\_\_\_\_  
Evaluator’s Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator’s Signature

\_\_\_\_\_  
Date

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**Appendix I. Glossary**

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**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 Performance Development Plan: (APDP).** An annual plan to be developed collaboratively that shall support the seven Stronge standards and be inclusive of the PXU's mission, vision, and the administrator's professional goals. This is developed collaboratively between the evaluatee and the evaluator.

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

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

**Arizona Professional Administrative Standards (2016): (APSA 2016).** The professional standards for administrators approved by the Arizona State Board of Education and added to the Arizona Administrative Code as Rule R7-2-603, effective October 24, 2106.

**Conference:** A collaborative meeting between evaluatee and evaluator to discuss results of steps within the evaluation process.

**Day:** A Day in which the PXU is in 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.

**District Leader:** District-level administrator.

**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.

**Formative Assessment:** The initial mandatory evaluation to be completed by December 1.

**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.

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**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.

**Interim Performance Assessment:** A formative assessment that is required for administrators who begin the year on a Performance Improvement Plan. This evaluation is to be completed by October 1, along with the Interim Performance Assessment conference.

**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).

**Qualified Evaluator:** An evaluating administrator who has completed the Qualified Evaluator Training.

**Site Leader:** Campus-level assistant principal and principal.

**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 Performance Assessment:** The final mandatory evaluation to be completed by June 1. The Summative Performance Assessment is an 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:** Standards are rated as “Developing” or “Ineffective” during the Formative Assessment and the Summative Performance Assessment.

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### **Appendix II: A.A.C. R7-2-603. Professional Administrative**

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#### R7-2-603. Professional Administrative Standards

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 R7-2-614.

B. Standard 1: The administrator facilitates the development, articulation, implementation, and management of an organization's mission. The performance assessment shall measure the extent to which the administrator:

1. Develops a mission statement for the organization;
2. Promotes support for and fulfillment of the organization's mission;
3. Provides purpose and direction for individuals and groups within the organization;
4. Demonstrates a knowledge of educational issues and how they affect students, schools, and the community;
5. Facilitates the development of strategic action plans, and goals in cooperation with the community;
6. Sets priorities in the context of community, student, faculty and staff needs;
7. Serves as an articulate spokesperson for the welfare of all students in a diverse community;
8. Describes the role of education in a democratic society within an historical context;
9. Uses documentation of his or her performance to design and continually update a professional development plan; and
10. Develops, implements, and monitors changes to the organization's mission to improve student achievement.

C. Standard 2: The administrator facilitates the success of all students by understanding, responding to, and influencing the social, cultural, and legal aspects of the community. The performance assessment shall measure the extent to which the administrator:

1. Develops procedures for defining mutual expectations;
2. Develops working relationships and strategies for formulating and implementing organizational policy and funding practices;
3. Adjusts local policy to state and federal requirements;
4. Develops procedures to recognize potential civil and criminal liabilities;
5. Develops procedures to provide for equal educational opportunities in educational programs;
6. Promotes the importance of understanding and appreciating the diversity in the community;
7. Applies strategies for addressing international issues affecting teaching and learning; and
8. Works effectively with policy makers.

D. Standard 3: The administrator implements positive and proactive communication strategies for effective parent and community involvement to improve the learning environment for all students. The performance assessment shall measure the extent to which the administrator:

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1. Articulates organizational purpose and priorities to the community and news media;
  2. Requests and responds to community feedback;
  3. Demonstrates consensus building and conflict mediation;
  4. Formulates and implements plans for internal and external communications;
  5. Uses communications skills to strengthen community support;
  6. Develops support for organizational priorities; and
  7. Responds appropriately to the electronic and printed news media.
- E. Standard 4: The administrator effectively manages services, programs, operations, and resources. The performance assessment shall measure the extent to which the administrator:
1. Demonstrates a knowledge and uses a variety of theories and models of organizations and of the principles of organizational development;
  2. Defines and uses effective processes for gathering, analyzing, and using data for decision making;
  3. Identifies, frames, and solves problems;
  4. Identifies priorities and formulates plans of action to meet internal and external expectations;
  5. Demonstrates project and time management skills;
  6. Establishes procedures to regulate activities and projects;
  7. Delegates at appropriate organizational levels;
  8. Secures, allocates and manages human and material resources;
  9. Utilizes staff evaluation and staff development systems to improve the performance of staff members;
  10. Applies adult motivation research to select appropriate models for supervision of the organization;
  11. Demonstrates understanding of employee benefits and alternative employee benefits packages;
  12. Identifies the potential legal issues affecting school personnel selection, development, supervision, retention, and dismissal;
  13. Demonstrates knowledge of student services and programs for which students may be categorically eligible;
  14. Evaluates and promotes improved organizational morale;
  15. Demonstrates knowledge of social agencies and services available in the community;
  16. Promotes a safe and effective learning environment; and
  17. Applies to daily practice the ethical conduct of the profession.

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F. Standard 5: The administrator advocates and supports curricular and instructional programs which promote the success of students. The performance assessment shall measure the extent to which the administrator:

1. Demonstrates knowledge of curriculum design;
2. Develops a strategic plan that enhances teaching and learning;
3. Plans curriculum which anticipates occupational trends and their educational implications;
4. Demonstrates understanding of instructional objectives using theories of cognitive development;
5. Demonstrates a knowledge of alignment and sequence of curriculum which promotes student achievement;
6. Demonstrates knowledge of valid and reliable performance indicators and testing procedures to measure student achievement;
7. Demonstrates knowledge of assessment strategies to help students achieve at high levels;
8. Utilizes current technologies which support management and instructional functions;
9. Exhibits knowledge of an instructional management system that includes research findings on learning, motivation, instructional strategies, instructional time, and resources to maximize student achievement;
10. Demonstrates knowledge of research findings on the use of a variety of instructional strategies that include multicultural sensitivity and various learning styles;
11. Implements programs to help students develop as caring and informed citizens; and
12. Describes and applies legal requirements affecting student supervision.

#### Historical Note

Former Section R7-2-603 repealed, new Section R7-2-603 adopted effective December 4, 1978 (Supp. 78-6). Amended effective July 21, 1980 (Supp. 80-4). Amended subsection (J) effective August 20, 1981 (Supp. 81-4). Amended subsections (D) and (E) effective April 10, 1984 (Supp. 84-2). Amended subsection (J)(8) and (9) effective October 10, 1984 (Supp. 84-5). Amended subsection (G) effective December 13, 1985. Amended subsection (J)(6), (7), (8) and (9) effective December 18, 1985 (Supp. 85-6). Editorial correction, amendment to subsections (D) and (E) shown effective April 10, 1984 should read Amended subsections (D) and (E) effective October 1, 1985. Amended by adding subsection (G)(9) and (10) effective January 31, 1986 (Supp. 86-1). Amended by adding subsection (R) effective April 24, 1986 (Supp. 86-2). Amended subsection (G), filed May 5, 1986, effective July 1, 1987 (Supp. 86-3). Amended by adding subsection (J)(10) and (11) effective July 2, 1986; amended by adding subsection (J)(12), (13) and (14), filed August 7, 1986, effective July 1, 1987 (Supp. 86-4). Amended subsection (H) effective September 16, 1987 (Supp. 87-3). Correction: subsection (G)(3), 'Provisional' is corrected to read: 'Principal' as certified effective December 3, 1985; amended subsection (B) effective July 13, 1988; amended subsection (J)(2) effective August 10, 1988; amended subsection (R)(2)(b) effective August 15, 1988 (Supp. 88-3). Amended effective August 9, 1989, and amended effective September 12, 1989 (Supp. 89-3). Amended effective December 15, 1989 (Supp. 89-4). Amended effective November 6, 1990; Amended effective December 12, 1990 (Supp. 90-4). Amended effective March 21, 1991 (Supp. 91-1). Amended effective May 2, 1991 (Supp. 91-2). Amended effective October 22, 1991 (Supp. 91-4). Section repealed, new Section adopted effective March 10, 1994 (Supp. 94-1). Amended effective December 19, 1996 (Supp. 96-4). Amended effective March 6, 1997 (Supp. 97-1). Typographical error corrected in subsection (J) (Supp. 97-4). Section repealed; new Section adopted effective December 4, 1998 (Supp. 98-4).

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**A.R.S. -15-203 "Powers and Duties"**

Appendix III: A.R.S. § 15-203, subsection A, paragraph 38

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**A.R.S -15-203. "Powers and duties"**

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.