

# *Principal/Evaluator Focused Scoring Document*

## *Criterion 4: AWSP Leadership Framework*

The purpose of this document is to capture the progress over the course of the year and to facilitate a growth-focused conversation.

Name: _____	<input type="checkbox"/> Principal	<input type="checkbox"/> Assistant Principal	Date: _____
Evaluator: _____	District/School: _____		School Year: _____
Comprehensive Evaluation Score*: _____	From School Year: _____		

\*The final focus summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

### Criterion 4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4.1: Assists staff in aligning curriculum to state and local district learning goals</b>				
<b>Knows Standards</b>	Has incomplete or insufficient knowledge of state standards and district learning goals.	Has emerging knowledge of state standards and district learning goals.	Has strong knowledge of state standards and district learning goals.	Provides leadership and support such that staff have strong knowledge of state standards and district learning goals.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Aligns Standards</b>	Does not facilitate curriculum alignment activities with staff to determine and assure essential standards are taught across grade levels and content areas.	Facilitates some curriculum alignment activities with staff to determine and assure essential standards are taught across grade levels and content areas.	Systematically facilitates curriculum alignment activities with staff to determine and assure essential standards are taught across grade levels and content areas.	Provides leadership and support such that staff ownership of curriculum alignment and implementation of identified essential standards positively impacts opportunities to learn.
<b>4.2: Assists staff in aligning instructional practices to state standards and district learning goals</b>				
<b>Knows Instruction</b>	Has incomplete or insufficient knowledge of instructional practices to address state standards and district learning goals.	Has sufficient knowledge of instructional practices to address state standards and district learning goals.	Has strong knowledge of instructional practices to address state standards and district learning goals.	Provides leadership and support such that staff have strong knowledge of instructional practices to address state standards and district learning goals.
<b>Aligns Instruction</b>	Does not facilitate alignment of best practices for underperforming and above-proficient students across grade levels or content areas.	Facilitates some alignment of best practices for underperforming and above-proficient students across grade levels or content areas.	Systematically facilitates alignment of best instructional practices for underperforming and above-proficient students across grade levels or content areas.	Provides leadership and support such that staff assist each other in the alignment of best instructional practice for underperforming and above-proficient students.
<b>4.3: Assists staff in aligning assessment practices to state standards and district learning goals</b>				
<b>Knows Assessment</b>	Has incomplete or insufficient knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make	Has emerging knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.	Has strong knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.	Provides leadership and support such that staff have strong knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.

	Unsatisfactory	Basic	Proficient	Distinguished
	adjustments to the curriculum.			
<b>3.5: Provides evidence of student growth that results from the school improvement planning process</b>				
<b>Growth in Student Learning</b>	School improvement planning process results in no improvement in student academic growth.	School improvement planning process results in minimal improvement in student academic growth.	School improvement planning process results in measurable improvement in student academic growth.	School improvement planning process results in significant improvement in student academic growth.
<b>5.4: Provides evidence of student growth of selected teachers</b>				
<b>Growth in Student Learning</b>	Multiple measures of student achievement of selected teachers show no academic growth.	Multiple measures of student achievement of selected teachers show minimal academic growth.	Multiple measures of student achievement of selected teachers show measurable academic growth.	Multiple measures of student achievement of selected teachers show significant academic growth.
<b>8.4: Provide evidence of growth in student learning</b>				
<b>Growth in Student Learning</b>	Achievement data from multiple sources or data points show no evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show minimum evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show measurable evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show consistent evidence of student growth toward narrowing gaps of targeted student groups.

**Reflective Questions:**

**As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?**

**Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?**

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_