

Principal/Evaluator Focused Scoring Document

Criterion 2: 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 2: Ensuring School Safety

	Unsatisfactory	Basic	Proficient	Distinguished
2.1: Provides for physical safety				
Addresses Physical Safety	Neglects to consider the physical safety of students and staff.	Physically unsafe problems may be identified but are not always resolved in a timely manner.	Physically unsafe problems are identified and the administrator is persistent in resolving them.	Considers potentially unsafe physical concerns and implements preventive programs which result in a reduction of harm.

	Unsatisfactory	Basic	Proficient	Distinguished
Implements a Plan	Does not maintain or implement a current school safety plan.	A school safety plan exists but needs updating and/or is not widely known.	Maintains and implements a school safety plan, proactively monitors and updates the plan in response to new threats and changing circumstances.	In consultation with staff, students, and outside experts, updates and shares a school safety plan.
Implements Safety Drills	No safety drills for earthquake, fire, and intruder/ lockdown take place.	Safety drills for earthquake, fire, and intruder/ lockdown are sporadic or are not taken seriously.	Required drills are performed and students and staff follow the building procedures.	After required drills are conducted, students and staff are part of a feedback cycle to identify and address areas for improvement.
2.2: Provides for social, emotional, and intellectual safety [see also 1.5 and 8.2]				
Attends to Social Safety	Allows staff to devalue or remain ignorant of the authentic, lived culture of students while at school. Neglects the social safety of students and staff.	Vocalizes the need to understand the level of social safety experienced by students and staff but does not have effective routines to gain or address this information.	Develops, implements, and monitors systems, curricula, and programs that effectively create social safety for students and staff.	Staff and students support systems, curricula, and programs which make social safety a top priority for staff and students.
Promotes Intellectual Safety	Does not acknowledge the diversity of ideas and opinions of students and staff. Students are unwilling to admit mistakes or to ask for help.	Demonstrates limited acceptance for diversity of ideas and opinions of students and staff. Students rarely admit their mistakes or ask for help.	Ensures a school culture in which the diversity of ideas and opinions of students and staff are acknowledged and valued. Students feel safe in the classroom admitting mistakes and asking for help.	Students and staff advocate for a diversity of ideas and opinions, respecting perspectives that arise and promote the open exchange of ideas. Classrooms promote mistakes and requests for help as an essential element of learning.

	Unsatisfactory	Basic	Proficient	Distinguished
Addresses Bullying	Does not have an anti-bullying policy or plan in place that promotes emotional safety.	Anti-bullying policy and plan exists to promote emotional safety but is not fully effective.	Anti-bullying policy and plan to promote emotional safety is known and followed by students and staff.	Unprompted, students and staff address bullying behaviors using tools universally taught and respected.
2.3: Creates and protects identity safety				
Addresses Discrimination	Is unaware or disinterested in identifying areas of discrimination within the school community.	Recognizes the limiting impact of discrimination on student learning and social safety but does not systematically implement an effective response.	The school addresses discrimination and includes positive and inclusive representations of diversity. Students display a sense of belonging and feel they can be successful within the context of the classroom and school.	Students and staff take a leadership role in identifying and addressing discrimination. There is ongoing, highly-transparent work to identify and address emerging areas of discrimination.
Confronts Disproportionality	Does not differentiate responses or proactively address disproportionate results of behavioral consequences based on an individual's race, culture, or social status.	May be somewhat aware of disproportionate responses based on race, culture, or social status but is not addressing it as a priority.	Identifies and responds effectively to eliminate disproportionate responses based on an individual's race, culture, or social status.	Creates a school in which adults address the disproportionate application of responses based on an individual's race, culture, or social status.
3.5: Provides evidence of student growth that results from the school improvement planning process				
Growth in Student Learning	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.

	Unsatisfactory	Basic	Proficient	Distinguished
5.4: Provides evidence of student growth of selected teachers				
Growth in Student Learning	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.
8.4: Provide evidence of growth in student learning				
Growth in Student Learning	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: _____