Principal/Evaluator Focused Scoring Document
Criterion 6: 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: _____	☐ Principal	☐ 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 6: Monitoring both staff and fiscal resources to support student achievement and legal responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
6.1: Managing self				
Manages Self	Fails to prioritize time causing missed dead- lines and a reputation of unreliability.	Creates time-management strategies but struggles occasionally implementing them successfully.	Creates strategies and systems to regularly meet obligations.	Engages office staff as a partner in developing and implementing personal management strategies.
6.2: Recruiting and hiring [It is assumed here that the principal has the authority to make hiring decisions.]				

	Unsatisfactory	Basic	Proficient	Distinguished
Recruits	Fails to sell the value of teaching at their school.	Limits hiring process to those who apply.	Actively recruits skilled and talented teachers and other staff. Considers the need of diversifying the workforce when recruiting.	Engages staff in the recruitment of prospective teachers and other staff.
Hires	Disregards established hiring processes to ensure a quality staff.	Follows laws, policies, and district processes in the hiring process. Reference checks are perfunctory.	Creates a strong hiring process beyond the minimum required. Ensures that thorough background and reference checks are completed in a timely and professional manner.	Employs a rigorous process of hiring. Goes beyond candidate-supplied references to thoroughly vet applicants.
6.3: Assigning staff				
Assigns Staff	Places teachers' wishes above student needs in assigning staff.	Considers both student needs and staff members' desires in assigning staff.	Takes a holistic view in assigning staff, but never compromises student needs when deciding on staff assignments.	Creates a culture whereby teacher contributions to staffing assignments put students first.
6.4: Managing fiscal resources [It is assumed here that the principal has the authority to make fiscal decisions.]				
Meets Legal Requirements	Ignores regulations connected to fiscal management.	Usually manages financial decisions in compliance with regulations.	Creates systems to ensure that all compliance requirements are met.	Involves key staff in making or contributing to spending decisions which put student learning first.
Aligns Resources to Goals	Provides little or no evidence of effectively managing financial resources.	Often connects spending to improved learning.	Strategically manages fiscal resources to improve student learning.	Seeks outside and/or innovative sources of revenue to enhance existing budget.

	Unsatisfactory	Basic	Proficient	Distinguished
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.
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:** _____