

Principal/Evaluator Focused Scoring Document

Criterion 8: 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 8: Demonstrating commitment to closing opportunity and achievement gaps

	Unsatisfactory	Basic	Proficient	Distinguished
8.1: Assesses data and identifies barriers				
Assess Data	Does not analyze data by group.	Analyzes limited sources of data which are disaggregated at the group level.	Analyzes multiple sources of data which are disaggregated at the group level.	Leads in a manner such that teachers regularly create and assess data which are disaggregated at the group level to in- form their own practice.
Identifies Barriers	Does not identify barriers to shrinking gaps.	Identifies some barriers which prevent the shrinking of gaps.	Identifies key barriers to close gaps.	Leads in a manner such that teachers regularly identify

	Unsatisfactory	Basic	Proficient	Distinguished
				barriers which prevent the shrinking of gaps.
8.2: Creates plans to dismantle barriers and increase achievement [See also 1.5 and 2.2]				
Creates Plans	Fails to create plans to shrink opportunity and achievement gaps.	Creates plans to shrink opportunity and achievement gaps that are ineffective or difficult to implement.	Creates plans with staff to shrink opportunity and achievement gaps that are effective and manageable.	Leads in a manner that staff possess the skills to develop the plans and have a personal sense of ownership of the plans.
8.3: Implements and monitors plans to shrink achievement gaps				
Implements	Fails to implement plans to shrink opportunity and achievement gaps.	Inconsistently implements plans to shrink opportunity and achievement gaps.	Implements plans with fidelity to shrink opportunity and achievement gaps.	Leads in a manner that staff independently implement plans with fidelity to shrink opportunity and achievement gaps.
Monitors and Adjusts	Fails to monitor and adjust plans to shrink opportunity and achievement gaps.	Inconsistently monitors and adjusts plans to shrink opportunity and achievement gaps.	Implements a system for monitoring and adjusting plans to shrink opportunity and achievement gaps.	Leads in a manner that staff independently monitor and adjust plans with fidelity to shrink opportunity and achievement gaps.
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: _____