Principal/Evaluator Focused Scoring Document
Criterion 5: 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 5: Monitoring, assisting, and evaluation effective instruction and assessment practices

	Unsatisfactory	Basic	Proficient	Distinguished
5.1: Uses adopted instructional framework to monitor and support effective instruction and assessment practices				
Monitors and Supports	Does not effectively monitor instruction and assessment practices of staff and/or does not pro-vide sufficient support for staff to improve teaching and learning.	Develops and uses minimal systems and routines to monitor instruction and assessment practices of staff which result in consistent but limited support for staff to improve teaching and learning.	Develops and uses observable systems and routines to regularly monitor instruction and assessment of staff both formally and informally which result in consistent and differentiated support to staff in their efforts to improve teaching and learning.	Provides leadership and support such that staff participate in collaborative and peer-based systems and routines for monitoring instruction and assessment to support their efforts to improve teaching and learning.

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Provides Feedback	Feedback to staff demonstrates lack of/or in-sufficient knowledge of adopted instructional framework or its use in improving instruction and assessment practices resulting in little or no growth in teacher efficacy.	Feedback to staff demonstrates emerging knowledge of adopted instructional framework and its use in improving instruction and assessment practices resulting in some growth in teacher efficacy.	Feedback to staff demonstrates strong knowledge of adopted instructional framework and its use in improving instruction and assessment practices resulting in evident growth in teacher efficacy.	Feedback to staff demonstrates expert knowledge of adopted instructional framework and it's use in improving instruction and assessment practices resulting in growth in teacher efficacy for most teachers, demonstrated by staff effectively using the framework to independently and collaboratively reflect, monitor, and adjust instruction and assessment practices.

5.2: Uses adopted instructional framework to evaluate instruction and assessment

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Evaluates	Evaluations do not meet minimum district expectations and/or lack adequate or accurate evidence from the adopted instructional framework to substantiate claims about staff performance yielding unreliable staff ratings.	Evaluations meet mini- mum district expectations but provide inconsistent evidence from the adopted instructional framework to substantiate claims about staff performance yielding some unreliable staff ratings.	Evaluations meet mini- mum district expectations and provide adequate and accurate evidence from the adopted instructional framework to substantiate claims about staff performance yielding valid and reliable staff ratings.	Evaluations exceed district expectations by differentiating needed support for individual teachers to provide consistent evidence from the adopted instructional framework to substantiate claims about staff performance yielding valid and reliable staff ratings.

5.3: Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Develops Goals	Does not assist staff in the use of multiple types of data for the identification of performance indicators and/or identified performance indicators are	Occasionally assists staff to use multiple types of data in the identification of performance indicators resulting in unreliable gap-closing student growth goals.	Regularly assists staff to use multiple types of data in the identification of performance indica- tors resulting in reliable gap-closing student growth goals.	Consistently provides leadership and support such that staff take ownership for and use multiple types of data to consistently identify effective performance indicators in developing reliable

	Unsatisfactory	Basic	Proficient	Distinguished
	insufficient to identify gap-closing student growth goals.			gap-closing student growth goals.
Monitors and Adjusts	Does not meet with staff to develop, review, and modify student growth goals (individual or group goals).	Meets minimum district requirements to develop, review, and modify student growth goals (individual or group goals) but are scheduled to limit the ability to make midcourse corrections to improve teacher practice.	Meets minimum district requirements to develop, review, and modify student growth goals (individual or group goals) and are effectively scheduled to allow timely feed-back to make midcourse corrections and improve teacher practice.	Consistently provides leadership and support such that staff understand and take ownership to develop, review, and modify student growth goals (individual or group goals) and make midcourse corrections and improve teacher practice.
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.

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:** _____