

Principal/Evaluator Focused Scoring Document

Criterion 3: 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 3: Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements

	Unsatisfactory	Basic	Proficient	Distinguished
3.1: Recognizes and seeks out multiple data sources				
Collect Data	Does not access appropriate data to inform leadership decisions.	Accesses standard data, which is easily obtained to inform leadership decisions.	Accesses easily obtained data and creates systems to obtain additional data to inform leadership decisions.	Shows evidence that data collection systems are linked to the school improvement plan.

	Unsatisfactory	Basic	Proficient	Distinguished
3.2: Analyzes and interprets multiple data sources to inform school-level improvement efforts				
Analyzes Data	Fails to analyze data, does so only at a cursory level, or interprets data incorrectly.	Data is analyzed but does not contribute to the understanding of overall progress toward building goals.	Analyzes multiple sources of data from multiple vantage points, often using staff to help draw conclusions which creates monitoring systems for the School Improvement Plan.	Leads staff to independently analyze their own data to inform their own improvement plans.
Uses Data to Inform	Does not share key data with students, staff, and/or stakeholders.	Informs students, staff, and/or stakeholders of school-wide data.	Creatively conveys data in ways that increase an understanding of it by students, staff, and/or stakeholders.	Leads students, staff, and/or stakeholders to convey their own data so as to inform professional practice in the school.
3.3: Creates data-driven plans for improved teaching and learning [see also Criterion 8 – Closing the Gap]				
Creates School Improvement Plan	Fails to create a School Improvement Plan, or it is not based on data aligned with the needs of the school or connected to the District Improvement Plan.	Develops a School Improvement Plan based on standard data sources targeting specific goals, which are informed by and support the District Improvement and/or Strategic Plan.	Creates a comprehensive School Improvement Plan, with measurable goals and achievable timelines, and supports the District Improvement and/or Strategic Plan.	Creates a comprehensive and challenging School Improvement Plan in a way that causes the staff to own the plan and feel a sense of urgency to accomplish its goals.
Creates Additional Plans	Fails to develop short-range plans to support the School Improvement Plan or plans for school improvements unrelated to the School Improvement Plan.	Creates some additional plans that are developed in response to the unique needs of the school or support the School Improvement Plan.	Creates short-range plans that support the School Improvement Plan, and other plans that are developed in response to analyzed data and are designed to accomplish specific goals.	Leads in a way that links teachers' individual professional growth plans to the school's improvement plans.

	Unsatisfactory	Basic	Proficient	Distinguished
Involves Stakeholders	Ignores those charged with implementing plans in the development of them.	Makes an effort to involve stakeholders who might be involved in its implementation.	Engages key stakeholders in the development of the plans to which they will be contributing.	Leads in a way that key stakeholders involved in implementing the plans own them because of their involvement.
3.4: Implements data-informed improvement plans				
Implements Plans	Fails to provide leadership to implement the plan successfully.	Implements the plan to get it off the ground.	Implements the plan in a way that creates excitement for accomplishing the goals of the plan.	Implements the plan in a way that encourages key staff members to take the lead on its implementation.
Monitors Progress	Monitors the plan in a sporadic and ineffective way.	Monitors progress on the plan at key times during the duration of the plan and conveys the results to those involved.	Monitors plans regularly with staff. Displays data and celebrates progress.	Leads in a way that key staff members regularly monitor short- and long-term goals including the School Improvement Plan. The celebration of progress is pervasive.
Revises Plans	Makes no effort to revise action steps of the plan in the face of marginal progress along the way.	Revises some action steps when necessary but might ignore a need to revise or revises too often.	Revises action steps in the plan when needed to keep the plan fresh and dynamic.	Leads in a way that staff regularly consider revisions to their action steps in order to succeed with the plan.
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.

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: _____