

**ADMINISTRATOR FOCUSED EVALUATION DOCUMENT**

**CRITERION 4: 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.

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Program: \_\_\_\_\_ 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 4: Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4.1 Assists staff in aligning curricula to state and local district learning goals</b>	Has incomplete or insufficient knowledge of state and local district learning goals across grade levels and content areas; has insufficient knowledge to evaluate curricula; does not effectively assist staff to align curricula to state and district learning goals	Has emerging knowledge and understanding of state and local district learning goals across grade levels and content areas to facilitate some alignment activities with staff	Systematically focuses staff on alignment of their lessons to approved learning targets; establishes a system that uses feedback from the assessments to make adjustments to curricula	Is proficient AND provides leadership and support such that teachers have fully aligned curriculum materials and training on how to use them; staff takes ownership of the alignment processes of goals to curricula; staff understand alignment of curricula to state and local district learning goals as foundational to the improvement of teaching and learning
<b>4.2 Assists staff in aligning best instructional practices to state and district learning goals</b>	Has incomplete or insufficient knowledge of best instructional practices across grade levels and content areas; does not effectively assist staff to align instructional practices to state and district learning goals	Has sufficient knowledge and understanding of best instructional practices across grade levels and content areas to facilitate some alignment activities with staff; emerging knowledge of culturally-relevant teaching & learning methodologies	Has deep knowledge of best instructional practices for diverse populations and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves staff; continually supports, monitors alignment and makes adjustments; has teacher teams cooperatively plan aligned units, reviews them and then gives teachers feedback; reads and shares research that fosters an ongoing, school-wide discussion on best practices for non-proficient to above-proficient students	Is proficient AND provides leadership and support such that staff understand alignment of best instructional practice to state and district learning goals as foundational to the improvement of teaching and learning; teachers design high quality, aligned units to discuss with their teams; ensures that staff is current on professional literature regarding curriculum alignment

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4.3 Assists staff in aligning assessment practices to best instructional practices</b>	Has incomplete or insufficient knowledge of assessment in terms of reliability, validity and fairness; does not effectively assist staff to align assessments to instructional practices	Has emerging knowledge and understanding of assessment in terms of reliability, validity and fairness; facilitates the implementation of certain aspects of a balanced (diagnostic, formative and summative) assessment system; facilitates the alignment of assessment to best instructional practices in some grade levels	Has deep knowledge of assessment; every course has a document (syllabus, course outline or learning objectives) that identifies the learning outcomes in language accessible to students and parents; student work created in response to teachers' assessments of the learning outcomes accurately reflect the state standards and district learning goals/targets; continually provides support to systematically focus staff on alignment of assessment to instruction using best practices; establishes a system for ongoing alignment of formative and summative assessment that involves staff members	Is proficient AND provides leadership and support such that staff takes ownership of the alignment processes of assessment to instructional practices; staff understand the alignment of assessment to teaching as foundational to the improvement of teaching and learning
<b>Reflections of Student Growth</b>				
<b>3.5 Provides evidence of student growth that results from the school improvement planning process</b>	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
<b>5.5 Provides evidence of student growth of selected teachers</b>	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
<b>8.3 Provides evidence of growth in student learning</b>	Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals; there are growing achievement gaps between student subgroups	Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district's learning goals for identified subgroups of students	Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improved as does the achievement of each subgroup of students identified as needing improvement	Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students

**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 administrator comments if desired.)

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_