

ADMINISTRATOR FOCUSED EVALUATION DOCUMENT

CRITERION 7: 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 7: Partnering with the school community to promote student learning

| | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|---|--|
| 7.1 Communicates with community to promote learning | Communication is sparse and opportunities for community involvement are not fully realized or made available; not visible in community or perceived as community advocate | Communication with the community is regular, yet is mainly informational rather than two-way; channels of communication are not accessible to all families; practices some discretion when dealing with personal information about students and staff. | Builds effective communication systems between home, community and school that are interactive and regularly used by students, school staff and families and other stakeholders; uses multiple communication channels appropriate for cultural and language differences that exist in the community; practices a healthy discretion with personal information of students and staff | Is proficient AND moves beyond typical communication practices to proactively develop relationships with parents/guardians and community through such things as home visits, innovative technology, visiting community groups, etc.; establishes a feedback loop that is invitational, transparent, effective and trusted by members of the community including open forums, focus groups or surveys; employs successful models of school, family, business, community, government and higher education partnerships to promote learning ; use of exemplary education marketing skills to establish partnerships to mobilize wealth of community resources |

| | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|--|---|
| 7.2 Partners with families and school community | Demonstrates little effort to engage families or the community in school activities; fails to share the vision of improved teaching and learning beyond school; does not identify and utilize community resources in support of improved student learning | Encourages and supports involvement of community and families in some school activities; shares the vision for improving teaching and learning with some families and communities; identifies and utilizes some community talent and resources in support of improved teaching and learning; limited family participation in some school decision-making processes and engagement activities | Encourages and supports consistent and ongoing community and family engagement for stakeholders in school activities; consistently implements effective plans for engaging community outside of school to participate in school decision making to improve teaching and learning; community resources are identified and utilized in support of improved teaching and learning; actively monitors community involvement and adjusts, creating new opportunities for families and community to be a part of the vision of improving teaching and learning | Is proficient AND consistently demonstrates leadership in the area of effectively engaging families and the greater community in support of students, staff and the vision of improved teaching and learning; is recognized outside of school for developing and implementing programs that partner with school, family and greater community, or programs are held as a model for other schools to adopt and follow; builds capacity in the community for initiating new and beneficial forms of community involvement in school; to the extent possible, facilitates access of community services to students in the school |
| Reflections of Student Growth | | | | |
| 3.5 Provides evidence of student growth that results from the school improvement planning process | 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 |
| 5.5 Provides evidence of student growth of selected teachers | 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 |
| 8.3 Provides evidence of growth in student learning | 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: _____