

ADMINISTRATOR FOCUSED EVALUATION 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.

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 8: Demonstrating commitment to closing the achievement gap

	Unsatisfactory	Basic	Proficient	Distinguished
8.1 Identifies barriers to achievement and knows how to close resulting gaps	Is unaware of achievement gaps that exist in school population and how the school and teachers have played a role in perpetuating gaps; attributes gaps to factors outside of the school's locus of control; opportunities to learn and resources are not distributed equitably among students	Demonstrates emerging awareness of specific school-wide achievement gaps and issues of equity access; recognizes responsibility and has some expectations for teachers and school to impact these gaps; creates new opportunities to learn	Identifies learning gaps early; demonstrates complete knowledge and understanding of the existence of gaps; accepts responsibility for impacting these gaps; identifies and addresses barriers to closing gaps	Is proficient AND focuses attention of school community on the goal of closing gaps; systematically challenges the status quo by leading change, based on data, resulting in beneficial outcomes; builds capacity among community to support the effort to close gaps
8.2 Demonstrates a commitment to close the achievement gap	Does not acknowledge the responsibility of school to close gaps; does not consider subpopulations when constructing school learning goals and targets; does not have a plan to close gaps	Achievement data is accessible and shared with a portion of the school community; attempts to target efforts towards closing achievement gaps; uses culturally-relevant methodologies to close gaps; demonstrates emerging progress in closing gaps	Achievement data is accessible to all members of the school community including non-English speaking parents; constructs plan with specific strategies to impact gaps; communicates, monitors and adjust efforts to effectively make progress toward reducing gaps; models and builds the capacity of school personnel to be culturally competent and to implement socially just practices; demonstrates improvement in closing identified gaps	Is proficient AND successfully keeps the work of closing gaps at the forefront of intention for staff and community members; assumes responsibility for closing gaps; builds capacity in staff members and others to advance learning for students; has deep knowledge and understanding of the nature of gaps that exist at the level of group and at the level of individual students who are not reaching full learning potential

	Unsatisfactory	Basic	Proficient	Distinguished
Reflections of Student 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: _____