# AWSP FRAMEWORKS EXERCISE
## Where are you on this Rubric?

| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
|---|---|---|---|---|
| **AWSP LEADERSHIP FRAMEWORK** | Doesn't know what it is or that it is related to the evaluation system | Knows it is authored by AWSP and there are 4 levels of performance | Knows it is authored by AWSP; can name the 4 levels of performance; knows it is an leadership framework for the evaluation system; knows it is research based | Proficient AND can describe the general structure of recommended components and elements; knows it is a professional growth model for principals and their evaluators to use; can describe what separates one level of performance from another |
| **WA STATE CRITERIA** | Doesn't know what a Criterion is or how many there are | Knows there are 8 Criteria and that they are state adopted and mandated as evaluative measures | Understands what the 8 Criteria are and knows how to use them for self-assessment and goal setting | Proficient AND can articulate how to use the Criteria to achieve system-wide changes in principal evaluation that enhance professional growth and increased student achievement |
| **RECOM-MENDED COMPONENTS** | Doesn't know what a Component is or what it connects to | Knows there are components connected to each of 8 Criteria for principal evaluation | Understands that Recommended Components provide examples of skills/knowledge, evidence/measures, and system considerations | Proficient AND can articulate how to use each Recommended Component to guide principals' professional growth and the district's work in principal evaluation. |
| **ELEMENTS** | Doesn't know an Element is | Knows that the Elements define each Rubric | Understands that principals can use the Elements to focus their goal-setting on specific performance targets within each Criterion | Proficient AND can articulate connections, and the significance of those connections, among the Elements within and across the Rubrics |
| **STUDENT GROWTH DESCRIPTORS** | Doesn't know what they are or that they are from OSPI | Knows they are in Criteria 3, 5, and 8 and that they are a mandated component of the Framework | Knows they are in Criteria 3, 5, and 8 and that they are a mandated measure of principal performance; understands how the Student Growth Descriptors figure into the Summative Score | Proficient AND can write goals focused on student growth that incorporates appropriate measures and evidence for each goal |