**Principal/Administrator Focused Feedback Document**

**Criterion 2: 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.**

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| **Name:** |  | **Principal** | **Asst. Principal** | **Date:** |  |
| **Evaluator:** |  | **District/School:** |  | **School Year:** |  |
| **Comprehensive Evaluation Score\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **From School Year:** |  |  |  |

\*The final focus summative rating will be the same as the last Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

**Criterion 2: Ensuring School Safety**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **2.1 Provides for Physical Safety** | Neglects to consider the physical safety of students and staff; does not maintain and/or implement a current school safety plan; plan in place is insufficient to ensure physical safety of students and staff; major safety and health concerns | Maintains and implements a school safety plan monitored on a regular basis; minor safety and sanitary concerns in school plant or equipment; problems might be identified but are not always resolved in a timely manner: an emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas and office settings | Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances; problems are identified and principal is persistent in resolving them; proactively monitors and adjusts the plan in consultation with staff, students, and outside experts/consultants; staff proficiency in safety procedures are measured and monitored by group assessments followed by group reflection | Is proficient AND serves as a resource for others in leadership roles beyond school who are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response and recovery |
| **2.2 Provides for social, emotional and intellectual safety** | Neglects the social, emotional or intellectual safety of students and staff; does not have an anti-bullying policy or behavior plan in place that promotes emotional safety; does not model an appreciation for diversity of ideas and opinions | Strives to provide appropriate emotional support to staff and students; policies clearly define acceptable behavior; demonstrates acceptance for diversity of ideas and opinions; anti-bullying prevention program in place. | Assumes responsibility for creating practices which maximize the social, emotional and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional and intellectual safety; reinforces protective factors that reduce risk for all students and staff | Is proficient AND makes emotional and intellectual safety a top priority for staff and students; ensures a school culture in which students and staff are acknowledged and connected; advocates for students to be a part of and responsible for their school community; ensures that school community members are trained and empowered to improve and sustain a culture of emotional safety; cultivates intellectual safety of students and staff by advocating for diversity of ideas, respecting perspectives that arise, promoting an open exchange of ideas; involves school community in active intellectual inquiry |

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| **Reflections of Student Growth** | | | | |
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|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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 |

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| **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?** | |
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| **Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?** | |
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Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach Principal/Administrator comments if desired.)

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| **Evaluator Signature:** |  | **Date:** |  |
| **Employee Signature:** |  | **Date:** |  |