**Principal/Administrator Focused Feedback 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.**

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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 4: Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **4.1 Assists staff in aligning curricula to state and local district learning goals** | 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 |
| **4.2 Assists staff in aligning best instructional practices to state and district learning goals and intellectual safety** | 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 |
| **4.3 Assists staff in aligning assessment practices to best instructional practices** | 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 standardsand 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 |

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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:** |   |