**Principal/Administrator Focused Feedback 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.**

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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 7: Partnering with the school community to promote student learning.**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **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 |
| **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 |

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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:** |   |