**Principal/Administrator Focused Feedback 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.**

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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 8: Demonstrating commitment to closing the achievement gap.**

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **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 haveplayed 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 sources of evidence of effectiveness** | 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; attempt**s** to target efforts towards closing achievement gaps; us**es** 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 |
| **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 |

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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:** |  |