The AWSP

Leadership Framework User's Guide

For Principals and Principal Supervisors

ASSOCIATION OF
WASHINGTON
SCHOOL
PRINCIPALS

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Introduction

With the establishment of state education standards in 1992, the Association of Washington School Principals (AWSP) recognized that student achievement would become the primary measure of a school's effectiveness.

Since then, a significant shift has taken place— a shift that has required the evolution of new school cultures, the understanding of new roles for teachers, and the development of new student accountability performance standards established and measured outside of the classroom.

Pivotal to the success of this ongoing shift is a new type of principal leadership. Today, more than ever before, principals in Washington's schools are expected to be leaders of learning. Principals need to "know strong instruction when they see it; … encourage it when they don't, and to set the conditions for continuous academic learning among their professional staffs."[1] AWSP developed a Leadership Framework to align a principal evaluation system with these new leadership expectations.

The Framework is structured around the following eight responsibilities, which were developed by Washington state principals and subsequently adopted by the Washington State Legislature as the state's principal evaluation criteria.[2]

1. **Creating a Culture:** Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

2. **Ensuring School Safety:** Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.

3. **Planning with Data:** Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.

4. **Aligning Curriculum:** Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.

5. **Improving Instruction:** Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.

6. **Managing Resources:** Manage human and fiscal resources to accomplish student achievement goals.

7. **Engaging Communities:** Communicate and partner with school community members to promote student learning.

8. **Closing the Gap:** Demonstrate a commitment to closing the achievement gap.

Evaluation systems can be used for accountability and/or as a foundation for professional growth. The purpose of this User's Guide is to help school principals and their district supervisors use the AWSP Leadership Framework in a way that maximizes professional growth and development.

Structure of the User's Guide

The User's Guide presumes that the AWSP Leadership Framework is implemented within the context of a set of conversations between a school principal and his or her district supervisor. This assumption reflects the view that the Framework is both a model for evaluation (i.e., stating what principals must know and be able to do), as well as a tool that can inform conversations between principals and supervisors focused on the improvement of leadership practice (i.e., what principals can do to improve their practice and what districts can do to support it).

The largest section of the User's Guide is *Preparing for the Evaluation.* It combines planning, action, and reflection in each of the criteria to help principals and their supervisors prepare for conversations and goal setting. Beneath each criterion, the reader will find five stages of this process:

- **Establishing a Focus:** Describes the steps that a principal and his or her supervisor can take to prepare for the evaluation. This includes what evidence to look for, how to collect it, and possible ways to present the information.

- **Preparing for Conversations:** Provides the principal and his or her supervisor with a series of reflective prompts to think through the conversation.

- **Having Conversations:** Provides the principal and his or her supervisor with a series of questions that could be raised in the conversation. Additionally, the section includes a series of model question stems that are aligned with elements of the principal's practice that both parties might want to explore.

- **Reflecting on Conversations:** Provides the principal and his or her supervisor with a series of reflective questions designed to sustain learning beyond the initial evaluation conversations.

- **Identifying Next Steps:** Provides reflective questions for the principal designed to help integrate the evaluation into his or her broader professional learning plan.

This information is reformatted in *Appendix B: Planning at a Glance,* where readers will see—at a glance—the prompts for each stage in the process, organized by the eight criteria.

Following the *Preparing for the Evaluation* section are sections that relate the AWSP Leadership Framework to the roles of assistant principals, teachers and student leaders. These are designed to help principals and their supervisors see the relationship between the eight criteria and other roles within the school community.

Defining Authority and Support

In preparation for the evaluation, the principal should work with his or her supervisor to identify authority issues and support structures that could impact the results of the principal's leadership. It would be unrealistic to hold principals accountable for decisions that they do not have the authority to make, and would not result in improved leadership practice. At the same time, principals may fail to take advantage of authority they do have if the scope of that authority is not clearly communicated. Similarly, improved principal leadership is dependent upon district support. Identifying needed support in each criterion will make principal success more likely. In short, principals and supervisors should collectively define the degree of freedom that principals have to enact a particular component of the AWSP Leadership Framework within the context of the district or school.

Regarding authority, principals and their supervisors should begin by asking the simple question:

Who makes this decision? If the answer is the principal, then this responsibility should be evaluated within the context of the AWSP Leadership Framework. If, however, the response is that someone else is responsible for making the decision then the evaluator should consider this measure only to the extent appropriate and not penalize principals for decisions that they cannot make. The AWSP Leadership Framework should not be viewed as an across-the-board measure of principal leadership, especially when the principal may not be responsible for the decisions or actions that fall within particular facets of the Framework.

Although principals may have the authority to make decisions, they may not be supported in making those decisions. Thus, as they establish the scope of work, it is important for supervisors to ask whether they have enabled the principal to use his or her authority by providing adequate support (e.g., resources, time, professional development, information). This is not to suggest that the principal cannot nor should act unless fully supported. Rather, it is to suggest that supervisory support (including district support) is as essential to the principal's support as the principal's own initiative and actions.

A final step in this preparatory conversation involves identifying the flexibility that the principal and district have, given the contractual, legal, or policy requirements currently in place. While principals may have the authority to act and supervisors may have provided the support needed for the actions to be successful, other factors may well have influenced the implementation of the actions and precipitated their success or failure. Thus, a discussion of perceived constraints may serve both principals and their supervisors in developing realistic expectations and possible strategies to meet the expectations.

Effective Conversations

Effective principal leadership begins with effective conversations about principal practice. Unfortunately, research consistently suggests that these conversations rarely happen between principals and their supervisors. The more common approach to evaluating school principals is for a district leader to make an annual visit to the school, meet with the principal for a brief period of time, and simply reflect on the year as a whole. This process assumes that the short, reflective conversation is sufficient for the principal to continue to develop and grow professionally. Unfortunately, these short conversations are often shelved once the evaluation season has passed. As one report conveyed,

Ingrid Barrentine

"The assessment of…leader's performance is conceived and executed very narrowly. It presumes that what matters about the leader's influence on school conditions and outcomes can be known from a short conversation, supplemented by the flow of routine information to the central office across the year. It is carried out annually and has the limited purpose of ascertaining whether there is a 'problem' or, conversely, some noteworthy performance that deserves special commendation. In between, where most leaders' performance lies, is a gray area that begs for more thoughtful examination over time, and where clues lie for what could be done to improve the leaders' performance in significant ways." [3]

The AWSP Leadership Framework presumes that effective leadership evaluation rests on a qualitatively different conversation between principals and their supervisors. Evaluative conversations do not start from the premise that principals are unsuccessful, but that principals, like all educators, can and want to grow and learn in response to the changing conditions around them. The AWSP Leadership Framework rests on the assumption that:

- **Effective conversations depend on a growth partnership between the principal and his or her supervisor that spans the principal's entire career.** Researchers who study the experiences of school principals note that many leaders feel uneasy talking with their supervisor about the challenges they face. Principals perceive that admitting what they don't know will impact their performance evaluation or the supervisor's view of them as an effective leader. This fear prevents principals from asking for assistance that could potentially improve their schools and prevents districts from providing assistance to schools that could potentially support principals. The AWSP Leadership Framework rests on a simple assumption:

School principals and their supervisors are equally committed to the principal's ongoing professional growth. This commitment is encapsulated in a partnership that focuses on improved practice and the delivery of resources and supports, and that creates space for an honest dialogue about challenges and opportunities for principal growth.

- **Reflection and dialogue are critical to supporting the principal's growth and improvement long-term.** Effective conversations provide principals and their supervisors with the opportunity to reflect on their practice. Reflection involves thinking critically and meaningfully about leadership practices as they are and envisioning practices as they could be. In short, the conversation about a principal's performance exists between a principal's current reality and his or her long-term aspirations. Dialogue is central to this process as it provides principals with opportunities to talk about current practices, challenges, and needs in a collaborative way.

- **Asking thoughtful questions and listening actively is essential if supervisors want to promote principal learning over time.** Much has been written about the utility of coaching principals for instructional leadership. Indeed, coaching is in vogue for both classroom teachers and school principals. This User's Guide provides principals and their supervisors with questions that help them create a space where reflection, dialogue, and coaching can occur. Questions are presented for principals and their supervisors to inform their thinking about the eight criteria. However, like all good tools, the questions are presented broadly so that principals and supervisors in any school district setting can benefit from the questions presented. Principals and their supervisors are free to add to or modify these questions to ensure that the conversation is beneficial for both parties.

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1. M.K. Stein & B.S. Nelson, (2003), Leadership Content Knowledge, Educational Evaluation and Policy Analysis, 25(4), p. 424.

2. See Revised Code of Washington, Chapter 28A-405.

3. Portin, B., Feldman, S.,& Knapp. M. October 2006. *Purposes, Uses, and Practices of Leadership Assessment in Education*. Center for the Study of Teaching and Policy, University of Washington, p. 7.

Pictured above: *Anitra Pinchback-Jones, principal, Rainier View Elementary (Seattle PS), and Phil Brockman, Superintendent, Sedro-Wooley SD.*

Notes, Thoughts, Ideas:

The Evaluation Process and Professional Growth Planning (PGP)

Washington's new evaluation process for school principals is designed for improvement in practice related to specific professional goals. These goals will sometimes require principals to enhance their knowledge and skills through professional development. Traditionally, principal professional development has been conducted informally. Principals become aware of a need for additional knowledge or skills in particular areas and look for some activity—attending a workshop, reading a book, watching a video—that will meet the need.

While this informal approach often works effectively, a more focused process can bring additional benefits, especially when the goal is challenging or the outcome is high-stakes. One tool that is being used more often is the individualized Professional Growth Plan (PGP), which in Washington plays a formal role in educator preparation programs, the professional certificate process, and many professional development activities.

This section of the User's Guide offers some suggestions and guidelines for developing and implementing PGPs.

The PGP Process

There is no universal format for a PGP, and the process should be approached with a sense of flexibility. Goals that are straightforward or well understood may require a less detailed PGP than those that are complex or unfamiliar. However, the process will always involve these key steps:

1. Identifying needs
2. Setting the goal
3. Identifying the evidence
4. Choosing key strategies
5. Establishing a timeline
6. Identifying necessary supports
7. Implementing

1. Identifying needs.

The need for a Professional Growth Plan (PGP) can come from three sources. These sources each provide a school-based context for the professional goals of the principal.

- **The School or District Improvement Plan.** In order to lead efforts to achieve school or district goals, principals may need to build their knowledge or skills in certain areas. These areas may be identified in the School or District Improvement Plan.

- **The evaluation process.** Discussions between principals and their supervisors during the evaluation process may create a perceived need to develop additional skills in a particular area. These may be goals that are identified by the principal as needing improvement or personal/professional goals that surface within the context of the conversation between supervisor and principal.

- **Personal/professional goals.** Aside from these formal sources, principals may have strong personal commitments to particular elements of their work (e.g., lowering the dropout rate or improving education for children of poverty) and want to become more proficient in those areas.

Because of the time involved in carrying out an effective PGP, it's important to prioritize needs to give attention to those that are most challenging or that have the highest stakes. Selecting a few, key goals is often more meaningful than selecting too many broad goals that are unrelated to specific practices or that cannot be monitored over time. As principals identify their professional learning goals, the following reflective questions may be helpful to consider:

- What are my priorities for professional growth?

- Which of my potential goals can have the biggest impact on improving learning?

- What goals would help me follow up on my most recent evaluation?

- Are there common themes in the needs that I've identified? Can several needs be met in the same PGP?

- How do I achieve the best balance between goals that respond to institutional needs and goals that reflect my own professional priorities?

2. Setting the goal.

Once identified, professional development priorities need to be translated into practical, effective goals. In recent years, many educators have begun using "SMART" goals (Specific, Measurable, Attainable, Relevant, and Timely) to guide their professional growth planning. As principals and their supervisors develop these goals (whether they use the SMART goal format or not), it is important to consider the following questions:

- Will this goal get me where I need to go?

- Is the goal realistic? Do I have the time needed to accomplish it?

- Will accomplishing this goal make a difference? How will it benefit students?

- If this goal is a follow-up to the evaluation process, does my supervisor agree that it's relevant to the issues we discussed?

- How will I know when the goal is accomplished?

- What will success look like?

3. Identifying the evidence.

An important question to settle at the beginning of the process is what will serve as evidence that the goal has been met. In some cases, the answer may be obvious, especially if the goal is easily quantified. (For example, if the goal is to reduce student absenteeism, the best evidence would be attendance data.) However, for some goals, identifying the appropriate evidence may take considerable thought. If the PGP is connected to the evaluation process, it's also important that your supervisor agrees that the chosen evidence will be appropriate. The following questions may be helpful to consider:

- What currently available data could be used as evidence?

- Is there other data (survey results, for example) that could be created to help measure this goal?

- What other evidence would persuade me and others that the goal has been met?

4. Choosing key strategies.

Once the goal and necessary evidence have been clearly articulated, the next step is developing a workable strategy. This requires careful analysis of the school environment to identify the people, policies, and resources that will either help advance the goal or possibly hinder it, and then formulate appropriate action steps. As principals and supervisors consider the strategies that will work, it may be helpful to ask:

- What do I actually need to do to accomplish this goal? What are the key steps?

- Who needs to be involved? How do I involve them?

- What available resources could I use to help achieve this goal?

- What obstacles (e.g., staff attitudes, limited time, current district policies) might these strategies encounter? How might I overcome those obstacles?

5. Establishing a timeline.

As with any important project, projecting timelines for the various action steps will help keep the process on track. Asking the following questions might be helpful as the principal identifies what steps to take and how long each step might take:

- How much time will be required to achieve this goal?

- What is the best sequence for the actions I need to take?

- What are the checkpoints that will let me know I'm staying on track?

6. Identifying necessary supports.

As noted elsewhere in this User's Guide, an important part of the evaluation and professional growth process is to have conversations about the authority and support needed to meet expectations. Important considerations include:

- What professional resources are available to me (e.g., books, DVDs, workshops, colleagues)?

- Do I have the necessary budgetary support to reach this goal?

- What support do I need from my supervisor (e.g., funding, other resources, permission)?

7. Implementing.

Even with a clearly articulated plan in place, it's important to monitor and periodically assess progress. How frequently a principal assesses his or her goals will vary. Some may want to check progress on a monthly basis while others might want to check progress annually. Whatever the timeline, principals should consider the following questions as they assess strategies:

- Are the strategies working as expected? Are any adjustments necessary?

- Does the timeline still seem realistic?

- Am I collecting the necessary evidence as the project unfolds?

Notes, Thoughts, Ideas:

Using Data to Inform Principal Evaluation and Practice

All criteria of the AWSP Leadership Framework provide principals with opportunities to inform their practice with data and communicate their needs and the needs of their school to their supervisors through the evaluation process. Washington state law requires student growth data to play a significant role in three of the evaluation criteria for school principals. Criteria 3.5, 5.5, and 8.3 each reflect that student growth data.

Selecting the "Right" Data

Artifacts vs. Evidence

As building administrators begin looking for evidence to use in their evaluations, it is important that they understand the difference between artifacts and evidence. Artifacts are the agenda, schedules and documents associated with each of the criteria. Evidence is the impact those artifacts had on instruction, curriculum, procedures which result in improved learning opportunities, and student learning. An example would be the master schedule. This by itself is an artifact. If however, the master schedule is designed to optimize opportunities for students, diversify the class offerings, reduce class size or place highly effective teachers in classes working with all levels of learners, then the master schedule and the explanation of the impact would be evidence.

Although principals have access to a multitude of data, selecting the "right" data for the evaluation can be difficult, especially given the time it takes to collect and synthesize the information. Too frequently, principals and their supervisors default to student achievement data or student assessment scores. The User's Guide does not presume that principals should only use student achievement data or assessment scores for their evaluation. Rather, the User's' Guide presumes that principals should use an array of data to fully and accurately depict their performance, school context, and specific needs.

As illustrated in the chart on the following page, the AWSP Leadership Framework provides principals with opportunities to infuse data in the evaluation process in a variety of ways. For example, if attempting to explain his or her work as it relates to Criterion 1 (Creating a Culture), the principal might include a survey of classroom teachers about their role in leading the school, as well as the opportunities they have for collaboration. Similarly, a principal might include copies of newly developed norms, team values, or decision-making models to illustrate for his or her supervisor how the school approaches shared decision making. These data points provide the principal's supervisor with artifacts that might serve as evidence of his or her practice that spans the school year and reflects the breadth of his or her work.

Collecting Data with Surveys

The process for designing and administering a survey involves substantial planning if the survey is to yield valid information. The purpose of the survey needs to be clearly articulated with stakeholders prior to the administration of the survey. Thoughtful analysis of the survey to link questions and results to the eight evaluation criteria will make data more relevant to the evaluation.

Criterion	Examples of Artifacts to Be Examined for Possible Evidence
1: Creating a Culture	Surveys of classroom teachers Copy of norms and team values Copy of decision-making model(s) Copy of the school vision and mission statements Copy of leadership team assignments Copy of master schedule
2: Ensuring School Safety	Surveys of classroom teachers, parents, and students Analysis of school discipline data (e.g., detention, suspensions, referrals to principal's office, etc.) Analysis of student attendance data Copy of school discipline policies Copy of school safety protocols Copy of school handbook
3: Planning with Data	Analysis of school, district, and state assessment data Copies of meeting notes and minutes Copies of data presentations or reports Calendar of school, district, and state assessments
4: Aligning Curriculum	Surveys of classroom teachers and instructional staff Observation notes Walk-through protocols Professional development presentations
5: Improving Instruction	Observation notes Walk-through protocols Schedule of learning walks or walkthroughs Professional development presentations Professional development calendar Student achievement data from a subset of teachers
6: Managing Resources	Survey of classroom teachers and staff Copy of the school's master schedule Copy of the school's budget(s) Schedule of learning walks or walkthroughs Professional development calendar
7: Engaging Communities	Surveys of parents, guardians, and students Copies of parent newsletters Copies of PTA meeting notes or agendas Schedule of parent involvement activities Notes from home visits
8: Closing the Gap	Analysis of gap related student achievement data Copy of school's RTI intervention strategies Survey of parents regarding student learning needs

What do I want to know?

There are a number of places in the AWSP Leadership Framework where perception surveys can provide useful information to the principal about his or her practice, the performance of the school, and the needs of students or staff. However, perceptions are not appropriate for every aspect of the Framework, and, depending on the issue the principal is trying to understand, may not provide the most relevant information.

So, then, what questions can a survey help principals answer? Surveys effectively collect information from respondents about their opinions, perspectives, and recent experiences. Thus, survey questions should be designed to help principals ask questions about the respondents' perspectives, opinions, and experiences. A survey should not attempt to answer questions like, "How do you feel about…" or, "What do you feel about…" Instead, a principal might ask, "To what extent do you agree or disagree. . ." or, "To what extent would the following benefit you. . ." Both questions prompt the survey respondent to give an opinion that can be reported without having the respondent there to provide context or additional details.

Is the goal to collect information one time or repeatedly?

Another important consideration is whether the survey will be used to collect information one time (e.g., to capture the perspective or opinion of staff) or to repeatedly monitor the perspective of staff and the evolving needs of the school, its students, or parents.

Consider the questions illustrated in the table below. The principal can frame questions differently depending on whether the survey will be administered once or multiple times. For example, a principal could collect information regarding his or her performance toward Criterion 1 by asking whether teachers and staff agree or disagree with a series of statements. Similarly, if the principal wanted to determine whether his or her performance had improved, he or she might ask a related question initially and then modify the question for a follow-up survey.

How much time should I allow for analysis, implementation, and impact?

If principals are administering surveys repeatedly, they also need to consider how quickly they can analyze the survey data, prepare the results, and develop a response to the results. If principals are using surveys to inform their leadership, it is highly unlikely that another survey would reflect differences in the participants' perspectives if administered immediately following the implementation of a new program or policy.

Criterion	One-time Survey	Multiple Surveys: Initial and Follow-up	
1	Do you agree or disagree: The principal communicates his or her goals for the school in a clear manner.	Do you agree or disagree: The principal communicates his or her goals for the school in a clear manner.	To what extent has the principal's communication about his or her goals for the school improved?
4	What support do students currently need to meet rigorous academic expectations?	What support do students need to meet rigorous academic expectations?	What additional support do students need to meet rigorous academic expectations?
7	How fully are parents engaged in the school's decision-making processes?	How fully are parents currently engaged in the school's decision-making processes?	How has parent engagement in the school's decision-making processes changed?

As illustrated in the table on page 13, principals should not survey teachers, staff, students, or parents more frequently than twice a year. Doing so risks "deflating" the survey responses and potentially skewing the information collected.

Principals should choose the scheduling of their surveys wisely; administering a survey amidst controversy or at an exceptionally busy time of year often produces predictable responses. The timing of the survey could have a significant impact on the results.

A principal might use survey data to identify issues, needs, or concerns that he or she can address throughout the school year as well as monitor those issues over time. For example, a principal might survey parents and students at the beginning of the year to identify specific learning needs that may not be represented in district or school data. Coupled with this survey, the principal might survey classroom teachers and school staff in preparation for back-to-school meetings or to check-in with staff to see how the year is progressing. Throughout the year, the principal might conduct follow-up surveys with parents, students, teachers, and staff to monitor the issues and adjust his or her leadership practice accordingly. This provides multiple data points for the principal to inform his or her leadership, as well as ample time for the principal to act on the staff responses. More importantly, such a schedule avoids saturating the staff with surveys and potentially reducing the value of their responses.

Observing Principals

Gathering and understanding data is a great way to assess the impact of leadership, but it is not a very good way to understand what needs to be changed. While observing teachers is fundamental for principals to provide feedback to teachers, observing principals is not a common practice for those who evaluate them. There are good reasons for this:

- Leadership is much less episodic than teaching.

- Leadership behavior connected to the eight criteria often happens in informal conversations and interactions that are not planned like a lesson.

- Principal evaluators are usually not on site, so scheduling observation opportunities is more difficult than simply dropping into a classroom.

Sometimes a principal supervisor's school visit is spent touring classrooms, which is more focused on observing teachers than observing principals.

While observing leadership has its challenges, it is still a good way to understand how to provide specific feedback to help principals grow. AWSP encourages both principals and their evaluators to find opportunities for meaningful observations. Faculty meetings, teacher evaluation pre- and post-conferences, parent meetings, leadership team meetings, and district meetings are scheduled events that can usually provide an opportunity for more constructive feedback than simply analyzing data.
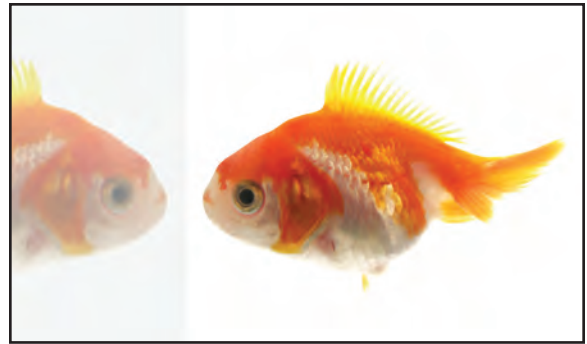
Preparing for the Evaluation

Successful evaluations require not only preparation and reflection on the part of the supervisor, but also self-reflection on the part of the principal. This section of the User's Guide discusses each of the criteria and provides specific prompts for the reader to consider as he or she prepares for the evaluation process. **The guidance in this section is intended to stimulate thinking in each area and is not intended to ever be used in its entirety.** It is not a checklist and should not be thought of in that way.

Considering the Degree of Authority and Support

In each criterion, the degree of authority and support must be considered. As the principal prepares for the conversation with his or her supervisor, it is important to consider the degree of authority that he or she has to exercise leadership in each area. For example, does the district provide principals with the authority they need to create a culture in their school? Can principals hire staff according to their school's vision or mission? Do principals have the authority to non-renew staff who fail to collaborate with their colleagues? The principal's authority to act in each of these areas influences the extent to which he or she, through his or her leadership, can create or develop a culture in his or her school. It will also influence how the principal achieves expectations for this criterion. It does not mean the principal does not need to attend to the culture and community in his or her school. Instead it provides opportunities for the principal and his or her supervisor to discuss the criterion more thoughtfully.

Similarly, as principal supervisors prepare for the conversation, it is important to reflect on the support provided to principals to create a culture in their school. If the district provides principals with the authority to hire or non-renew staff, have they also provided the principal with training about effective hiring practices? Is the principal aware of the district's expectations for collegiality and col-

> **SURGEON GENERAL'S WARNING:**
>
> *Using this entire section in any given year will be hazardous to your health, regardless of the role you play in the evaluation process. The guidance here is intended to stimulate thinking in each area, and not intended to ever be used in its entirety. Be a careful consumer of it and take it in bite-sized chunks.*

laboration? Has the district provided resources to the principal to help them develop capacity among staff? Absent these supports, the principal's supervisor must ask how the conditions have influenced the principal to exercise leadership in this area.

The Changing Role of Principal Supervisors

Superintendents, assistant superintendents, and directors of schools play an important part in the evaluation of school principals. Principal supervisors, just like the principals they work with, require support for their professional growth. New expectations for principal evaluation mean that traditional approaches to principal evaluation—which have historically involved once-a-year meetings, infrequent conversations about leadership practice, and standardized forms that have historically defined the evaluation process—must be replaced with a new structure that rests upon a shared commitment to continuous improvement.

Within the context of the AWSP Leadership Framework, supervisors are called upon to mentor, coach, support, and assist principals in improving their practice throughout the school year. Under this model, each conversation between principal and supervisor becomes an opportunity to revisit professional goals, identify needed supports, provide valuable feedback, and engage with principals as colleagues in their ongoing response to problems of practice. In short, each conversation becomes an opportunity for professional growth. While the structure was designed with individual conversations in mind, it could also serve as a framework for professional development for teams of principals throughout the year.

Notes, Thoughts, Ideas:

Criterion 1: Creating a Culture

An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and an instructional program that promotes student learning and staff professional growth.

Establishing a Focus

PRINCIPAL

In preparation for the evaluation of Criterion 1, the principal should be able to articulate, develop, and sustain a shared mission and clear vision for the improvement of learning and teaching in his or her school. Prior to the evaluation, the principal should engage all staff in essential conversations related to the school's culture. As part of this effort, the principal might consider surveying classroom teachers, parents, and students regarding the school culture. For teachers, the survey might address issues related to shared decision-making, trust, and professional voice.

SUPERVISOR

The principal's supervisor should have a plan for designating time for staff to collaborate outside of the instructional day and provide resources, and professional development to build capacity for high-performing teams. The principal's supervisor should have some data points to quantify the current school culture and some targeted areas for improvement. The principal's supervisor should be prepared to listen to the principal talk about strengths and barriers that impact progress, and provide assistance for breaking down those barriers.

Preparing for Conversations

PRINCIPAL

Prior to the conversation with his or her supervisor, the principal should be prepared to discuss his or her shared vision for instructional improvement and the norms that teams follow when making decisions, as well as efforts to celebrate the school's achievements in relation to its broader improvement goals. Specific steps might involve:

- Gathering data that celebrate efforts and achievements that the staff, students, and school communities have made to improve learning in the past year.

- Collecting copies of team norms and artifacts showing how teams are working in support of the school's improvement efforts.

- Summarizing the process used to monitor instructional teams and promote an open and constructive atmosphere for group discussions.

- Summarizing the process used to promote collaboration among and between classroom teachers and school staff.

- Documenting actions taken to support the vision (e.g., budgetary allocations).

- Gathering evidence that illustrates what the school's culture is (e.g., CEE, 9 Characteristics of High Performing Schools).

- Identifying current areas of strength or weakness in implementation of the vision, as well as next steps for continued progress.

- Determine if the supervisor would like the principal to provide any specific information prior to the meeting.

SUPERVISOR

Alternatively, the principal's supervisor should be prepared to explain the district's mission and vision for improvement of teaching and learning, as well as describe specific circumstances or conditions that might influence the school. A critical question for the supervisor to ask the principal is, "What are our shared learning improvement priorities for the next 12 months?" In addition, the principal's supervisor should review notes from previous conversations with the principal about the school's performance and progress in relation to the learning improvement goals. The supervisor should also be familiar with any current (or recent) factors that might have impacted the school's progress toward meeting the district's goals. Although it may not be necessary, the principal should provide an outline of specific questions and information the supervisor might like to see prior to the meeting.

Having Conversations

PRINCIPAL

As a principal discusses Criterion 1 with his or her supervisor, he or she should look for opportunities to identify improvements or changes in the school culture and the role that he or she had in support-

ing them. The principal might take the following steps in order to be prepared to discuss the criterion with his or her supervisor:

- Use data he or she collected to compare the cultural strengths/areas of improvement of the school.

- Share meeting agendas, minutes, and the school improvement plans that show the concrete steps he or she is taking to enact the school's vision and mission.

- Offer a candid assessment of the current status of the vision and next steps toward maintaining/strengthening it.

- Clarify what support the district can provide to assist the principal in creating a culture that promotes continuous improvement of learning and teaching.

- Ask questions about strategies and practices other schools use to communicate beyond the school community in a manner that creates a productive feedback loop for all stakeholders.

SUPERVISOR

The principal's supervisor should be prepared to ask the principal questions that expand on the shared understanding of the school's culture and climate, as well as provide opportunities for the principal to discuss his or her work. Principal supervisors should also seize the opportunity to walk around the school with the principal. During the conversation, the supervisor might consider asking the principal the following questions:

- What is your vision for continuous improvement in this school and how is it shared by the school staff and community?

- As we walk around the building, what will I see that reflects the culture and priorities of this school? What are the points of pride?

- What decision-making process do you use and who is involved in that process?

- How did your collaborative teams develop their team norms? Where would we see those in action?

- Where has the school been, where is it going, and how will you know when you've arrived?

1: Creating a Culture

As the conversation concludes, it is essential that the principal and supervisor discuss next steps and identify how they will share responsibility for continuing to improve the principal's practice in this area.

Reflecting on Conversations

As the principal concludes the conversation with his or her supervisor and begins considering the next steps, the important points from the conversation must be captured. Reflection can play a central role in this process. The principal might consider reflecting on the following questions:

- What practices or strategies did my supervisor feel contribute toward a strong culture?

- What practices or strategies did my supervisor feel are the least impactful toward improving our school culture?

- Am I clear on the priorities and goals of my supervisor? How do they align with the priorities and goals of our school?

- How will I communicate the results and priorities of the district to the leadership team and school staff?

- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

Moving from reflection to action is critical for principals and their supervisors. As a principal concludes the conversation with his or her supervisor, the following sample questions might help him or her develop a plan:

- What is the most important and immediate action I can take to improve our school culture?

- What must I do to communicate relevant portions of today's conversation to staff members?

- What training do I need to be successful?

- What readings might I review to improve my understanding?

- What evidence will I collect for the next evaluation cycle?

- What information should I request from my staff, supervisor, or other colleagues?

Notes, Thoughts, Ideas:

Criterion 2: Ensuring School Safety

An effective leader supports the community (both in and out of school) to develop a more nuanced/ expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.

Establishing a Focus

PRINCIPAL
The principal must clearly understand the needs and current practices of the school community. To establish a focus, the principal could analyze discipline data to identify patterns or trends related to specific behaviors, student groups, and activities; conduct focus groups with parents (and students) about the climate of the school; and/or distribute an anonymous survey to staff to identify parental and staff concerns related to the school's discipline program, current discipline practices, or concerns about particular student behaviors.

SUPERVISOR
Alternatively, the principal's supervisor should be prepared with current changes to the district's disci-

pline policies or district expectations about discipline practices. As a formative activity, the supervisor should be prepared to listen to the principal about his or her school's discipline issues and identify supports, resources, and other services that might assist the principal in improving school safety.

Preparing for Conversations

PRINCIPAL
Prior to the conversation with his or her supervisor, the principal should be prepared to discuss the steps he or she is taking to promote a safe and secure learning environment. Criterion 2 provides principals with an opportunity to collect data that is not related to student achievement but is equally important, especially as it relates to the school's discipline program and student attendance. In particular, the principal might want to collect the following data to illustrate for his or her supervisor the current trends in discipline and the specific steps being taken to improve or address them:

- Survey students on their level of feeling safe at school.

- Gather baseline data showing patterns or trends in student discipline, behavior, and attendance.

- Disaggregate data regarding student dis-

cipline and behavior according to special populations (e.g., special education, bilingual, students of color).

- Gather evidence from professional development focused on school or district discipline procedures, as well as best practices in student discipline.

- Survey classroom teachers and instructional staff to determine what could be done to improve schoolwide support for student behavior.

- Determine if the supervisor would like the principal to provide any specific information prior to the meeting.

SUPERVISOR

The principal's supervisor should be prepared to explain the district's mission and vision for improvement of teaching and learning, noting how the district's policies for student discipline relate to the improvement of teaching and learning. In addition, the principal's supervisor should review notes from previous conversations and note any that focused on specific students or student populations. Although it may not be necessary, the principal should provide an outline of specific questions and information the supervisor would like to see prior to the meeting. The principal's supervisor should also:

- Be prepared to communicate the district's current expectations and requirements for student discipline and school staff.

- Provide resources to principals about effective student discipline practices or examples from other schools.

- Review notes from previous conversations with the principal about progress toward the goal.

- Revisit contextual factors that may impact success of the principal or school.

- Gather district-level data around school safety.

- Provide an outline of specific questions and information the supervisor would like addressed prior to the meeting.

Having Conversations

PRINCIPAL

As a principal discusses Criterion 2 with his or her supervisor, he or she should look for opportunities to identify changes in district practice and/or expectations related to student behavior, as well as any salient policy changes that might influence discipline policies at the school. In particular, the principal might ask himself or herself questions such as:

- Do my students feel safe?

- What is my plan for improving school safety?

- How will I monitor the impact of our current safety plan(s)?

- What steps will I take to improve safety in the school?

- What training will I provide to staff, especially those in safety-related positions?

- What training do I have planned, especially for those in safety-related positions?

In addition, the principal should consider what he or she needs to fully implement his or her safety-related plans. The principal might consider:

- What resources or supports can the district provide to ensure that my school is complying with current expectations for student discipline?

- What practices or processes do I see other schools using effectively to improve student behavior and conduct?

- What can we do to better monitor student behavior and school safety issues?

SUPERVISOR

Principal supervisors have an equally important role to play in discussing changes in state and district policies. In particular, principal supervisors should be prepared to engage the principal in a thoughtful discussion of discipline-related policies. The supervisor might consider questions such as:

- What is your plan for improving school safety?

- How are you monitoring the impact of your current safety plan(s)?

2: Ensuring School Safety

- What steps are you taking to improve your safety plan(s)?

- What training are you providing to your staff, especially those in safety-related positions?

- What training do you have planned, especially for those in safety-related positions?

- What support can I or the district provide to you and your staff?

As the conversation concludes, it is essential that the principal and supervisor discuss next steps and identify how they will share responsibility for continuing to improve the principal's practice in this area.

Reflecting on Conversations

As the principal concludes the conversation with his or her supervisor and begins considering the next steps, the important points from the conversation must be captured. Reflection can play a central role in this process. The principal might consider reflecting on the following questions:

- What were the most important points raised in the conversation as they related to school safety?

- What were the practices or strategies that my supervisor felt were working?

- What were the practices or strategies that my supervisor felt needed to be improved?

- What resources or assistance did my supervisor suggest I use to improve school safety?

- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

- What are my personal learning goals based on this conversation?

Identifying Next Steps

Moving from reflection to action is critical for principals and their supervisors. As a principal concludes the conversation with his or her supervisor, the following sample questions might help him or her develop a plan:

- What must I do to communicate relevant portions of today's conversation to staff?

- What training do I need to be successful?

- What readings might I review to improve my understanding?

- What support does the school staff need to improve safety in the building?

- How will I know when I have completed this task?

- What evidence will I collect for the next evaluation cycle?

- What information should I request from my staff, supervisor, or other colleagues?

Notes, Thoughts, Ideas:

3: Planning with Data

Criterion 3: Planning with Data

An effective leader relies on data to promote improvement in multiple aspects of school and across all eight of the criteria. A leader influences others to achieve mutually-agreed-upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.

Establishing a Focus

PRINCIPAL

Before engaging with his or her supervisor, the principal must understand and have specific examples illustrating how data is being used across the school to inform decision making. The principal needs to understand how staff access, interpret, and utilize data as part of the school's ongoing improvement process. The principal should be ready with student achievement evidence for this portion of the conversation.

SUPERVISOR

In addition, the principal's supervisor should be provided with a copy of the principal's school improvement plan and be familiar with the school's goals and learning improvement targets. The supervisor (in consultation with the principal) should have already established student growth goals prior to the evaluation conversation and be familiar with the school's progress toward these and other achievement goals in the past twelve months. As a formative activity, the supervisor should be prepared to listen to the principal about his or her data needs and growth goals to identify supports, resources, and other services that might be helpful.

Preparing for Conversations

PRINCIPAL

Although data should be a significant part of the principal's daily practice, how to present the data to his or her supervisor within the context of a performance evaluation might not be clear. As the principal discusses Criterion 3 with his or her supervisor, he or she should look for opportunities to share the school's progress toward its identified learning goals, noting areas where the school "exceeded" the goals and areas where the school needs further improve-

ment. To communicate the school's performance, principals should try to communicate the totality of their efforts to create, use, and plan with data. This might include:

- Creating a school calendar showing how assessments, professional development, and data analysis are built in and prioritized.

- Providing evidence (e.g., agendas, minutes, notes) of teachers' training on and use of data.

- Gathering examples of data being used to inform improvement in instruction.

- Surveying teachers to analyze how data is being used, what data is needed, and what professional development is needed to improve data use.

- Determining if the supervisor would like the principal to provide any specific information prior to the meeting.

SUPERVISOR

At the same time, the principal's supervisor should be prepared for the conversation. The supervisor should have communicated the district's expectations and requirements for data use to the principal before the meeting and reviewed the school's data independently to be familiar with the school's current performance trajectory. Further, the supervisor should have established the conditions for the principal's success by:

- Providing resources and professional development to the principal on how to conduct data analysis and use findings.

- Establishing criteria for quality data tools and data use protocols.

- Providing an outline of specific questions and information the supervisor would like to see prior to the meeting.

Having Conversations

PRINCIPAL

As a principal discusses Criterion 3 with his or her supervisor, he or she should look for opportunities to identify the types of assessment that can better inform practice, while seeking data types that

provide information about individual student and whole-school performance. As the principal prepares, he or she might consider questions such as:

- How do I plan to use data to inform our schoolwide improvement effort?

- How will I use data to monitor the impact of our current improvement plans?

- How can I provide additional sources of information or data to staff to support their use of data?

- What training will I provide to staff to support their use of data to inform instructional improvement decisions?

- What training do I need to better support staff in using data to inform instructional improvement decisions?

The principal might illustrate his or her approach to using data by proving the supervisor with specific examples. In particular, the principal might:

- Explain how the instructional calendar, formative assessments and quality assessments align.

- Share resources or supports the district could provide to ensure compliance with current expectations for data use.

- Demonstrate how he or she has assisted staff in interpreting data.

- Show how he or she has used data in making decisions.

SUPERVISOR

Principal supervisors also play an important role in the conversation about using data to improve learning. In particular, the principal's supervisor should be prepared to engage the principal in a thoughtful discussion about how the data might serve to improve teaching and learning. The supervisor might consider the following question prompts:

- How does your data tell a story of student success at this school?

- What are areas for future growth?

- How do you use data to inform your actions to improve teaching and learning?

3: Planning with Data

- What are some examples of how you embed data-driven instruction into your school's calendar?

- How do you ensure your classroom teachers and instructional staff have adequate time to analyze data and develop concrete action plans?

- What support can I or the district provide to you and your staff?

Reflecting on Conversations

As the principal concludes the conversation with his or her supervisor and begins considering the next steps, the important points from the conversation must be captured. Reflection can play a central role in this process. The principal might consider reflecting on the following questions:

- What are the most important points raised in the conversation related to the use of data to improve learning?

- What were the practices or strategies that my supervisor felt were working?

- What were the practices or strategies that my supervisor felt needed to be improved?

- Am I clear on the priorities and goals of my supervisor? How do they align with the priorities and goals of our school?

- How will I communicate the results and priorities of the district to the leadership team and school staff?

- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

Moving from reflection to action is critical for principals and their supervisors. As a principal concludes the conversation with his or her supervisor, the following sample questions might help him or her develop a plan:

- What must I do to communicate relevant portions of today's conversation to staff?

- What training do I need to be successful?

- What readings might I review to improve my understanding?

- What support does the school staff need to use data more effectively?

- What evidence will I collect for the next evaluation cycle?

- What information should I request from my staff, supervisor, or other colleagues?

Notes, Thoughts, Ideas:

Criterion 4: Aligning Curriculum

An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practices, and best instructional practices align with assessment practices.

Establishing a Focus

PRINCIPAL

Criterion 4 emphasizes the principal's role as the manager and leader of the school's instructional program. In preparing for the conversation with his or her supervisor, the principal should be ready to explain how he or she develops and maintains a focus on learning and teaching priorities, and guides the alignment process within curriculum and across grade levels. The principal should know and be able to explain how state performance criteria in the content area are foundational to this work. Moreover, he or she needs to have knowledge of best instructional practices, and understand how to use assessments to diagnose learning needs and design appropriate learning interventions to drive success on state, local, and classroom measures. The principal's use of the cycle for continuous improvement should be evident and thoughtfully integrated into his or her leadership.

SUPERVISOR

At the same time, the principal's supervisor should understand the strengths and weaknesses of the current district-adopted curriculum, particularly as it relates to the school context. Time and resources should be dedicated toward staff development for teachers and administrators to ensure K-12 and cross-curriculum articulation. The principal's supervisor should ensure there is collaborative time for teachers to develop plans for instruction and assessment. The principal's supervisor may need to help create a compelling/contractual need for teachers to align the curriculum if there is an existing culture of "academic freedom."

Preparing for Conversations

PRINCIPAL

In preparing for the conversation with his or her supervisor, the principal should spend time gathering information about the school's interpretation of the district's expectations for curricular alignment. For example, the principal might want to collect:

- Communications used to disseminate information about state and district performance goals to staff.

- Common instructional calendars for each content area.

- Agendas or notes from meetings demonstrating teachers' work toward aligning curriculum.

- Formative and summative assessments used to diagnose learner needs and design interventions.

- Exemplars of re-teaching/enrichment time for students who did not meet standards or exceeded standards.

These samples should be presented to the supervisor along with an explanation (verbal or written) that describes how they relate to the school's learning improvement goals, as well as what role the principal had in helping teachers develop them. The principal should also ask if he or she should provide the supervisor with specific kinds of information prior to the meeting.

SUPERVISOR

Alternatively, the principal's supervisor should be prepared to discuss the district's current expectations for alignment with the principal, and be prepared to indicate where the school does not align with district expectations. The principal's supervisor should also know how the school has historically aligned its instructional practices, curriculum, and assessments to state and district standards both from previous observations and from past assessment results. If helpful, the supervisor might also want to request that the principal provide specific kinds of information prior to the meeting.

Having Conversations

PRINCIPAL

As the principal begins discussing his or her work in relation to Criterion 4, it's important that he or she provide concrete examples for the supervisor coupled with evidence. Specifically, the principal should be prepared to describe the actions he or she took to align instructional practices with content, curriculum, assessments, and state/district learning goals. As the principal prepares, he or she might ask himself or herself the following:

- What were my goals for aligning the school's curriculum to state or district standards?

- How did I assist or facilitate staff in ensuring that their practices were aligned?

- What challenges or concerns do I still have about the alignment of our practices?

- What additional sources of information could I provide to staff to support greater alignment?

- What training will I provide to staff in support of further aligning their instructional practices?

- What training do I need to better support staff or to enhance my own understanding of alignment?

As the principal shares his or her goals with the supervisor, illustrative examples drawn from practices in the school might be especially helpful. Specifically, a principal might:

- Show his or her supervisor data that highlights progress the school has made toward meeting state/district goals and the instructional strategies being used that contribute to that progress.

- Provide examples of instructional best practices and illustrate how they are being shared across the content areas.

- Review assessment results in content areas with great alignment and show results for those areas that the principal is still working to address.

- Be clear about the instructional practices that teachers are using throughout the building and how these practices contribute to improved student learning.

SUPERVISOR

As the principal's supervisor engages in the conversation, he or she should be prepared with questions that probe for further understanding and detail than the principal might provide. The aim for the supervisor is to understand the degree to which the school is aligning its practices and areas that he or she can provide support. Some of the questions the supervisor might want to ask include:

- Can you explain how you are aligning instruction to state and district learning goals?

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- What process are you using to monitor student's progress toward learning goals within each content area?

- Where have you observed the greatest alignment with the state and district learning goals?

- Where could more support help you ensure greater alignment between instruction, content, and the state and district learning goals?

- What readings might I review to improve my understanding?

- What evidence will I collect for the next evaluation cycle?

- What information should I request from my staff, supervisor, or other colleagues?

Reflecting on Conversations

As the principal concludes the conversation with his or her supervisor and begins considering the next steps, the important points from the conversation must be captured. Reflection can play a central role in this process. The principal might consider reflecting on the following questions:

- What progress has my staff made toward aligning the school's curriculum and assessments?

- Where can we improve our alignment of curriculum with state and district learning goals?

- Is our schools' progress toward this goal consistent with the district's current goals or priorities?

- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

Moving from reflection to action is critical for principals and their supervisors. As a principal concludes the conversation with his or her supervisor, the following sample questions might help him or her develop a plan:

- What are the highest priority areas for us to focus on?

- What must I do to communicate relevant portions of today's conversation to staff?

- What support does the staff need in order to implement the next steps?

Notes, Thoughts, Ideas:

Criterion 5: Improving Instruction

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; and works tirelessly to support staff in doing their best.

Establishing a Focus

PRINCIPAL

Criterion 5 describes the principal's efforts to monitor and improve classroom instruction. Thus, to prepare for the evaluation, the principal should describe how he or she has developed a routine to monitor instruction and assessment practices effectively. This routine should include the actions that the principal takes to observe classroom instruction, provide feedback to classroom teachers, and support instructional improvement through professional development and mentoring. The principal should be especially clear about the requirements of student growth plans, as well as the staff's progress in differentiating instruction to serve all students. The principal should also explain how he or she reliably and validly evaluates staff effectiveness in these areas.

SUPERVISOR

As the principal's partner in improving instruction, the supervisor should be clear about the training and professional development provided by the district to support instructional improvement, as well as how he or she has engaged with the principal to improve instruction. In particular, the principal's supervisor should be clear about the training provided to the principal to evaluate classroom instruction, as well as the requirements for the principal to evaluate classroom instruction. The primary goal for the principal's supervisor is to help the principal apply evaluation criteria in a consistent manner.

Preparing for Conversations

PRINCIPAL

The principal should be prepared to present evidence to his or her supervisor about his or her work improving classroom instruction. In particular, the principal should be prepared to provide evidence of the following:

- Regular classroom observations are occurring consistent with contractual obligations.

- Induction support is being provided to novice teachers or staff who are new to the building.

- Professional development is being provided consistently to classroom teachers.

- One-on-one support is being provided to classroom teachers who have specific improvement needs or who are currently on a plan of improvement.

- Well-developed plans for professional development incorporating best practices in instruction and assessment are in place and guiding the delivery of professional development support.

- Teachers who were previously assessed with low performance ratings are demonstrating improvements in their practice.

In addition, the principal should ask if he or she should provide the supervisor with specific kinds of information prior to the meeting.

SUPERVISOR

The principal's supervisor should be prepared to discuss current district expectations for teacher evaluations and note any professional development or training that may be provided. The supervisor should also be familiar with any performance concerns that the principal may have about classroom teachers and thus be prepared to discuss support strategies that would enable the teachers to improve their practice. The supervisor should also be prepared to offer practical suggestions to the principal to help him or her manage the evaluation process in a timely, efficient, and organized manner so that each teacher is being evaluated in a consistent manner. If helpful, the supervisor might wish to request that specific kinds of information be provided prior to the meeting.

Having Conversations

PRINCIPAL

As the principal begins discussing his or her work in relation to Criterion 5, it's important that he or she provide concrete examples for the supervisor cou-

pled with evidence. The principal should be prepared to describe the actions he or she took to improve instruction and evaluate staff. The principal might structure his or her conversation with the supervisor using the following questions:

- What is my vision for "good" instruction?

- How am I assisting or facilitating staff in ensuring that effective instructional practices are in use throughout the school?

- What concerns do I have about the instructional practices in the school and what are my plans to address them?

- What additional sources of information could I provide to staff to support continuous improvement in instruction?

- What training will I provide to staff to support continuous improvement in instruction?

- What training do I need to better support staff or to enhance my own understanding of effective instruction?

As the principal shares his or her thoughts with the supervisor, he or she should provide illustrative examples drawn from his or her practice. Specifically, the principal might:

- Describe how frequently he or she is observing classroom instruction.

- Describe the specific practices or moves he or she is looking for in classrooms.

- Describe the instructional priorities and best practices he or she expects all teachers to use in the school and their alignment with district expectations.

- Provide examples of feedback he or she has provided to teachers from both formal and informal observations.

- Gather examples of student growth plans and share how they are being used in the building.

- If possible, take the supervisor for a walk-through to see evidence of priorities in action or provide the supervisor with a previously

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recorded video to demonstrate the type of instruction he or she wants to see.

SUPERVISOR

As the principal's supervisor engages in the conversation, he or she should be prepared with questions that probe for further understanding and detail than might be provided by the principal. The aim of the supervisor is to understand how the principal is striving to improve classroom instruction and take note of areas where he or she can provide support. Some questions the supervisor might want to ask:

- How do you monitor classroom instruction and what are you looking for when you are in classrooms?

- What practices do you expect all teachers to use? How do you ensure they are being used consistently?

- Where could I or the district provide additional support for you as an evaluator of classroom teachers?

- How are you monitoring student achievement with a subset of teachers (e.g., the fourth-grade team or ninth-grade algebra)?

Reflecting on Conversations

As the principal concludes the conversation with his or her supervisor and begins considering the next steps, the important points from the conversation must be captured. Reflection can play a central role in this process. The principal might consider reflecting on the following questions:

- What progress has my staff made toward consistently using our building-identified best practices?

- What feedback did my supervisor provide that could help me evaluate teachers more effectively?

- What suggestions or recommendations did my supervisor make that will increase my ability to improve instruction?

- What strengths were identified in this area? In what ways can I improve in this area?

- What is the most impactful strategy we discussed that could be implemented to improve instruction?

Identifying Next Steps

Moving from reflection to action is critical for principals and their supervisors. As a principal concludes the conversation with his or her supervisor, the following sample questions might help him or her develop a plan:

- What professional development do I need to more effectively improve instruction?

- What professional development does the staff need to more effectively improve instruction?

- What must I do to communicate relevant portions of today's conversation to staff?

- What readings might I review to improve my understanding?

- What evidence will I collect for the next evaluation cycle?

- What information should I request from my staff, supervisor, or other colleagues?

Notes, Thoughts, Ideas:

Criterion 6: Managing Resources

An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

Establishing a Focus

PRINCIPAL
As related to school resources, the evaluation conversation provides an opportunity for the principal to explain to the supervisor what he or she is currently doing to support teaching and learning, as well as to advocate for the resources needed to continue advancing the school's learning improvement efforts. As such, the conversation provides the principal with an opportunity to offer a compelling justification for additional resources when coupled with evidence of the school's progress in the past year.

SUPERVISOR
The principal's supervisor should be familiar with the resources and staffing allocated to the school and how the principal is making use of these resources to support teaching and learning. A particularly important responsibility for principal supervisors is to explain any resource-related changes that might arise in the next year so that the principal has the information as early as possible. Further, the conversation provides an opportunity to understand what resources the principal needs to continue advancing the school's learning improvement agenda and where previously allocated resources have achieved the results that were desired.

Preparing for Conversations

PRINCIPAL
As the principal prepares for the conversation with his or her supervisor, it is important that he or she take time to review the school's current resource levels and note areas where he or she has achieved results with resources previously requested over and above the school's base allocation. The principal might consider the following:

- Reviewing copies of the school budget and master schedule to identify gaps that can be addressed with resources.

- Identifying hiring needs for the next school year and establish the justification for the positions needed.

- Being prepared to discuss teachers who are currently on plans of improvement and summarize where they are in the process.

- Reviewing the process by which new teachers are recruited, hired, inducted, and supported through professional development.

- Surveying classroom teachers and instructional staff to determine what resources or supports are needed to improve the school's ability to support teaching and learning.

- Determining if the supervisor would like the principal to provide any specific information prior to the meeting.

SUPERVISOR

As the principal's supervisor prepares for the conversation, it is important that he or she review any pertinent changes in the district's resource polices, as well as take note of any changes to the school's allocation for the coming school year. In the conversation, the supervisor should be able to:

- Communicate the district's current expectations and requirements for managing resources.

- Provide information to the principal about the district's current policies related to budgeting and resource allocation.

Additionally, the supervisor should spend time reviewing notes from previous conversations with the principal about progress, as well as revisit any contextual factors that might influence how the school uses resources effectively. Most importantly, the supervisor should submit specific questions and information he or she would like addressed prior to the meeting, as it is unlikely that the principal will have the information at his or her disposal.

Having Conversations

PRINCIPAL

The conversation about Criterion 6 provides the principal and the supervisor with an opportunity to discuss connections between the principal's specific learning improvement goals (see Criterion 5) and his or her use of resources to support that goal. As the principal engages with his or her supervisor, he or she might want to consider the following questions:

- What learning improvement goals did I or did I try to support, given the resource allocation decisions I made?

- How am I making use of current resources to support my goals related to the improvement of teaching and learning?

- What results am I achieving given my current resource allocation decisions?

- What additional results could I achieve with additional resources, greater flexibility, or a clearer understanding?

- What challenges, concerns, or difficulties did I have accessing, allocating, or using resources?

- What training do I need to better support staff or to enhance my own understanding of effective resource use?

The conversation about managing resources provides the principal with an opportunity to ask his or her supervisor about strategies other colleagues and schools may be using to serve students with similar learning needs. By asking specific questions of his or her supervisor, the principal can glean what, if any, changes might be looming for the school in the year ahead, as well as what his or her supervisor sees other principals doing given the current resource environment.

- What practices or processes do you see other schools using effectively to improve teaching and learning through the allocation and use of resources?

- What practices or processes could be improved or made more efficient?

- What changes in resources are you anticipating for the coming year?

Just as the principal should use the opportunity to discuss his or her school's resource use and needs with the supervisor, the supervisor should be prepared to identify what additional support, resources, or assistance might help the school meet its performance goals.

SUPERVISOR

The supervisor might consider asking the principal:

- What needs are you currently unable to meet,

6: Managing Resources

given the resources allocated to the school?

- Where are additional resources needed to serve students who are not meeting standards?

- How is staff being engaged in the resource allocation process and what input are they providing?

- What training are you providing to your staff, especially those who work closely with ASB, Title I, or special populations programs?

- What training do you have planned, especially for those who work closely with ASB, Title I, or special populations programs?

- What support can I or the district provide to you and your staff?

Reflecting on Conversations

As the principal concludes the conversation with his or her supervisor and begins considering the next steps, the important points from the conversation must be captured. Reflection can play a central role in this process. The principal might consider reflecting on the following questions:

- What were the most important points raised in the conversation as they related to the use or management of school resources?

- What were the practices or strategies that my supervisor felt were working?

- What were the practices or strategies that my supervisor felt needed to be improved?

- Were there any changes to the school's resources that will need to be made in preparation for next year?

- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

Moving from reflection to action is critical for principals and their supervisors. As a principal concludes the conversation with his or her supervisor, the following sample questions might help him or her develop a plan:

- What are some factors we should use in the hiring and assignment of staff that would maximize opportunities for students?

- How can I encourage staff to share best practices and successful strategies with others?

- How can our professional development help staff understand the connections between or among current initiatives?

- How might we allocate resources in a more intentional way to benefit students?

- What systems can we develop or enhance to ensure all staff understand and comply with current legal requirements?

Notes, Thoughts, Ideas:

Criterion 7: Engaging Communities

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as its own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is ongoing work that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

Establishing a Focus

PRINCIPAL

As a community leader, the principal must understand the connections between the school and the community in which the students and families live. As part of this understanding, the principal must know how to use the resources available within the school and those held by community partners to support the students, staff, and school.

SUPERVISOR

At the same time, the principal's supervisor should be prepared to discuss changes to the district's expectations for community engagement. The supervisor should be able to discuss with the principal what resources are at his or her disposal to assist the principal in developing relationships with the school community. In particular, the supervisor should pay close attention to the partnerships that the principal may be cultivating with the community to monitor them for possible legal or fiscal issues.

Preparing for Conversations

PRINCIPAL

As the principal prepares for the conversation with his or her supervisor, he or she has the opportunity to collect information that can be used to inform his or her leadership and ultimately strengthen his or her relationship with the community surrounding the school. In particular, the principal has the opportunity to:

- Gather baseline data showing community support as it relates to students, families, and staff.

- Gather evidence for professional development, showing classroom teachers and school staff how to engage communities in

support of teaching and learning.

- Gather parent survey data or focus group data that would indicate the principal's effectiveness in this area.

While each of these requires an investment of time, the opportunity to collect this information and use it to inform a school's practice is invaluable. Further, the information collected can be used in multiple areas, such as the development of the school improvement plans or planning for parent engagement activities in a school receiving Title I funds. Finally, the principal should ask if he or she should provide the supervisor with specific kinds of information prior to the meeting.

SUPERVISOR

As the principal's supervisor prepares for the evaluation, it's important that he or she is prepared to communicate the district's current expectations and requirements regarding school-community relationships, as well as be familiar with the district resources that can facilitate the development of partnerships. If helpful, the supervisor might wish to request that specific kinds of information be provided prior to the meeting.

Having Conversations

PRINCIPAL

The conversation about Criterion 7 provides the principal and his or her supervisor an opportunity to talk about the important resources that the community surrounding the school can bring to assist the school's learning improvement efforts. As the principal engages with his or her supervisor, he or she might want to consider the following questions:

- What are my goals for engaging the community in the school's learning improvement efforts?

- What partnerships, resources, or collaborations are currently supporting the school's improvement efforts?

- How are community partners currently engaged in the school and what role(s) are they taking in the school?

- Where could additional partnerships or relationships enhance the work the school is trying to accomplish?

When discussing community partnerships with his or her supervisor, the principal has the opportunity to discuss what he or she is currently doing and what he or she would like to do. The principal might want to ask:

- What resources, partnerships, or programs can I access to improve the community's support for my school?

- What practices or processes do you see other schools using effectively that might improve the community's support for my school?

- Where can I provide more support to my staff to develop and strengthen relationships with the school community?

SUPERVISOR

At the same time, the conversation provides the principal's supervisor with the opportunity to explore the principal's plans for developing and sustaining relationships between the school and the community. The supervisor should be prepared to ask:

- What is your plan for strengthening the relationship between your school and the community?

- How are you engaging teachers, staff, and parents in this work?

- What efforts to improve parent engagement have been successful? How do you know?

- What training are you providing to your staff, particularly for those who regularly reach out to the school's community?

- What training do you have planned, particularly for those who regularly reach out to the school's community?

- What support can I or the district provide to you and your staff?

Reflecting on Conversations

As the principal concludes the conversation with his or her supervisor and begins considering the next steps, the important points from the conversation must be captured. Reflection can play a central role in this process. The principal might consider reflecting on the following questions:

7: Engaging Communities

- What were the most important points raised in the conversation?

- What were the practices or strategies that my supervisor felt were working?

- What were the practices or strategies that my supervisor felt needed to be improved?

- What resources or assistance did my supervisor suggest I use to strengthen the relationship with the school community?

- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

Moving from reflection to action is critical for principals and their supervisors. As a principal concludes the conversation with his or her supervisor, the following sample questions might help him or her develop a plan:

- What must I do to communicate relevant portions of today's conversation to staff?

- What training do I need to be successful?

- What readings might I review to improve my understanding?

- What support does the school staff need to strengthen relationships with the school community?

- How will I know when I have completed this task?

- What evidence will I collect for the next evaluation cycle?

- What information should I request from my staff, supervisor, or other colleagues?

Notes, Thoughts, Ideas:

8: Closing the Gap

Criterion 8: Closing the Gap

An effective leader works to improve the achievement of groups of students that share an historical disadvantage, as well as the achievement of individual students who are not realizing learning potential. An effective leader uses evidence to support student improvement by gathering data about achievement: standardized tests and school directed assessments; assessments that are teacher-designed and embedded into instruction; and portfolio- and performance-based project assessments.

Achievement vs. Opportunity

When referencing Criterion 8, this Guide uses the term *Achievement Gap* because that is the term used in Washington state statutes regarding principal evaluation. AWSP acknowledges that the OSPI Educational Opportunity Gap Oversight and Accountability Committee uses the term *Opportunity Gap.*

Establishing a Focus

PRINCIPAL

Throughout the conversation with his or supervisor, the principal should both explain and demonstrate how he or she is working with classroom teachers and other staff to close the achievement gap. As the principal discusses his or her performance with his or her supervisor in relation to Criterion 8, it should be clear to the supervisor how the principal is creating a clear understanding among all staff about the importance of eliminating differences in achievement between student groups and the importance of eliminating performance gaps. The principal must therefore understand where gaps exist, must have established ongoing processes to identify barriers to achievement, and must be able to identify specific strategies he or she is asking staff to use to close the gaps and prevent new ones from emerging. Central to this process, the principal should be able to identify how he or she collects and uses student growth data in service of learning improvement.

SUPERVISOR

Alternatively, the principal's supervisor should be prepared to describe how the district defines the achievement gap, where gaps exist across the district's student population, and communicate the strategies that the district believes will close

the gap and thus expects principals to use in their schools. Further, the principal's supervisor should ensure—before the evaluation conversation—that professional development on effective teaching practices for specific subpopulations is provided to the principal and teachers.

Preparing for Conversations

As the principal and his or her supervisor prepare for the evaluation conversation, they have the opportunity to discuss the school and district efforts to close the achievement gap between students. In particular, the conversation provides an opportunity for the principal and supervisor to work to identify areas where gaps currently exist and what strategies can be taken to address these gaps.

PRINCIPAL
The principal might consider discussing which student groups are impacted most and how their achievement has changed over time. The principal might collect evidence demonstrating how he or she has communicated his or her hopes regarding the elimination of achievement gaps in the school to parents and families. It is also imperative that the principal be prepared to explain how he or she is working to eliminate achievement gaps and what progress he or she is seeing in the school. Finally, the principal should ask if he or she should provide the supervisor with specific kinds of information prior to the meeting.

SUPERVISOR
For principal supervisors, the conversation provides an opportunity to discuss the district's priorities for improving performance among all students and checking that the principal understands these priorities. It also provides an opportunity for the supervisor to immerse himself or herself in the school's data, become familiar with the information, become clear about the progress of individual students, and identify areas where more support or additional assistance might benefit students. If helpful, the supervisor might request that specific kinds of information be provided before the meeting.

Having Conversations

PRINCIPAL
As the principal engages in the conversation with his or her supervisor, he or she should be able to articulate which student groups are performing at lower levels and how these achievement gaps are changing. Using data to illustrate this information is crucial, as is being clear with the supervisor about the specific needs of each student group. The principal should also be prepared to discuss the strategies, best practices, and interventions he or she is using to support improved student achievement for all groups.

SUPERVISOR
The principal's supervisor should be prepared to ask reflective questions that help the principal identify salient areas for improvement. For example, the principal's supervisor might ask:

- What process are you and your staff using to identify lower performing groups?

- What are you and your staff doing to communicate your concerns about achievement among specific student groups?

- What resources or supports has the school provided to assist these students?

- What barriers have you identified or removed to assist these students?

- What work are you doing to help staff understand cultural, socioeconomic, or familial pressures that may be influencing student achievement?

The principal and the supervisor should plan to conclude the conversation by clearly defining the student growth goal and, more broadly, goals associated with student achievement.

Reflecting on Conversations

As the principal concludes the conversation with his or her supervisor and begins considering the next steps, the important points from the conversation must be captured. Reflection can play a central role in this process. The principal might consider reflecting on the following questions:

- What is the student growth goal for the coming year and what steps must I take to implement it?

- What practices or strategies did my supervisor feel are eliminating the achievement gap in our school?

8: Closing the Gap

- How will I communicate the results and priorities of the district to my school's leadership team and school staff?

- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

- What resources or tools did my supervisor suggest I use or provide to my staff?

Identifying Next Steps

Moving from reflection to action is critical for principals and their supervisors. As a principal concludes the conversation with his or her supervisor, the following sample questions might help him or her develop a plan:

- What is the most important and immediate action I can take to eliminate the achievement gap?

- What must I do to communicate relevant portions of today's conversation to staff?

- What professional development do I need to be successful?

- What professional development does my staff need?

- What readings might I review to improve my understanding?

- What evidence will I collect for the next evaluation cycle?

- What information should I request from my staff, supervisor, or other colleagues?

Notes, Thoughts, Ideas:

Adapting the Framework for Assistant Principals

Although the AWSP Leadership Framework is written for school principals and their supervisors, it can be easily adapted for principals to use to evaluate assistant principals, vice principals, deans of students, and other entry-level leadership roles. These positions are critical in that they are often stepping stones for an administrative career. Further, these positions serve as important linchpins in the school. Without strong and effective assistants, the principal cannot be successful, particularly at the secondary level. As one publication recently noted,

> [T]he assistant principalship holds a critical position in education organizations for several reasons. First, it is a frequent entry-level position for administrative careers. A majority of assistant principals expect to move upward in administration. For this reason, assistant principalships often provide opportunities for observing and interacting with supervisors and learning the behaviors necessary for professional advancement. Second, assistant principals maintain the norms and rules of the school culture. They are usually the first ones to handle the most difficult disciplinary problems. Social issues such as poverty, racism, and family disruption help define the world in which assistant principals find themselves…. [Further,] assistant principals must frequently play the role of mediator, addressing the conflicts that emerge among teachers, students, and community.[1]

Thus, the evaluation of assistant principals cannot be taken lightly. Effective mentoring provided early in the administrator's career can lead to a lifetime of successful advancement, whereas inadequate mentoring and insufficient support can easily deter future leaders from the principalship.

Aim of Evaluating Assistant Principals

Given the assistant principal's unique role in the school, the AWSP Leadership Framework must be adapted to effectively evaluate the work of assistant principals. The aim of evaluating assistant principals, however, is no different from that of evaluating principals. Assistant principals must be evaluated on the basis of their performance in each of the eight criteria. However, in addition to focusing on the day-to-day practices that define the assistant principal's work, it is imperative that the principal also provide opportunities for the assistant principal to share his or her long-term professional growth goals, as well as an opportunity to provide the principal with ideas about expanding his or her responsibilities to support increased confidence as a building administrator. The aim of evaluating assistant principals is to nurture them toward their next professional goal while honing their skills as instructional leaders.

Defining the Assistant Principal's Authority

As the principal prepares to evaluate his or her assistant principal, it is important that the assistant principal's scope of authority be considered relative to the performance criteria. As with principals, it is unrealistic and unproductive to hold an assistant principals accountable for that which he or she lacks authority. Questions that building administrator teams might want to address as they consider assistant principal evaluations:

- What leadership responsibilities have I asked the assistant principal to assume?

- To what extent have I provided clear expectations for the assistant principal and/or modeled for them the type of leadership that I expect?

- To what extent have I provided support to the assistant principal (e.g., training, mentoring, professional development, modeling)?

- How frequently have I discussed the assistant

principal's practice with them? What was the substance of the conversation?

- How has the assistant principal received the support I have offered them?

Mentoring Assistant Principals

The evaluation provides an important opportunity for the principal to mentor the assistant principal toward his or her larger professional goals. Mentoring is compatible with supervision; in fact, effective supervisors often serve as mentors. How a principal approaches this task will depend on his or her relationship with the assistant principal, as well as his or her hopes for the conversation. The User's Guide presumes that the evaluation conversation is about asking questions related to the assistant principal's current goals, as well as identifying his or her long-term professional goals. The following questions illustrate how a principal might approach this task:

- What are your current career goals and how can I help you achieve them?

- Where do you see yourself in three to five years?

- What experiences or leadership opportunities can I provide that would help you advance your professional capacities or develop new skills?

- What professional learning opportunities have you identified for the coming year?

- How might I provide additional resources (e.g., books, readings) to guide your professional development and expand your professional repertoire?

- What leadership responsibilities would you be interested in assuming to help you develop and/or expand your professional repertoire?

An Example from the Field

We asked Shannon Ritter, assistant principal at Marshall Middle School in the Olympia School District, to share her thoughts about how she and her principal used the AWSP Leadership Framework for her own evaluation and the sources of evidence that she was able to retrieve. What follows is her reflections on how this framework might apply to assistant principals. We've provided a list of artifacts that would be used as the foundation for

evidence-based discussions. We've also provided guiding questions to help all administrators move away from simply collecting "artifacts." Assistant principals must draw connections from the artifacts of their daily work to the evidence of increased student achievement as a result of their work.

A few things to remember or consider:

- Some criteria will be easier to measure with more responsibilities based on position.

- Evidence collected in one area may be transferable to other areas.

- How do I modify my responsibilities to meet the requirements and show evidence, especially in areas where evidence may be more difficult to measure?

- How does my work as an assistant principal support . . . .?

1. C. A. Marshall & R. M. Hooley, 2006, The Assistant Principal: Leadership Choices and Challenges, Thousand Oaks, CA, Corwin Press, p. 2.

Criterion 1: Creating a Culture

School administrators, including assistant principals, play a critical role in creating a positive school culture that pro- motes the ongoing improvement of learning and teaching for students and staff. It is important to ensure a balance between instructional leadership and management while providing support for students, staff and families. Areas of evidence might include:

Artifacts	Evidence
• Student Improvement Plan (SIP) • TPEP collaborative process • Associated Student Body (ASB) adviser • Athletic director • Fundraising and assemblies • Professional development: Leadership meetings, late-start collaborations • WEB Day: 8th-grade student leaders • PBIS: Common area lessons and refresher lessons, positive office referrals, pride slips, student rewards • Quarterly award celebrations • Progressive discipline • Attendance monitoring • Schedules: Master schedule, bell schedule, student classes • Student, staff and parent recognition • New teacher support • Para educator monthly meetings • Parent communication	What connections can be made to the list of artifacts that illustrate the creation of a positive school culture that promotes the ongoing improvement of teaching and learning for students and staff? • Have student discipline incidents and the number of suspensions been reduced? • Is the intervention schedule reducing failure? • Do climate surveys indicate PBIS is creating a positive culture? • Has PLC time led to instructional changes in the classroom? • How has the master schedule improved success for all stakeholders?

Criterion 2: Ensuring School Safety

School administrators, including assistant principals, and key school personnel must work collaboratively to ensure a safe and secure learning environment in order for staff to maximize student achievement. Areas of evidence might include:

Artifacts	Evidence
• Progressive discipline and consistent procedures including special education • Supervision duties, monthly drills and clear emergency plans • PBIS: Start of the year lessons and refresher lessons after breaks • HIB classroom presentations and schedule • Knowledge and communication of safety plans/legal requirements • Monitoring of attendance/BECCA • Custodial staff included in security measures • Partnership with school resource officer and Thurston County Juvenile Court personnel • Incident reporting forms • Monthly safety tips: Staff and para educator meetings	What connections can be made to the list of artifacts that illustrate the creation of a safe and secure learning environment for all stakeholders? • Have student discipline incidents and the number of suspensions been reduced? • Do climate surveys indicate PBIS is fostering a safe environment? • Has feedback from emergency drills been used to modify procedures and plans? • Have HIB-related occurrences been reduced?

Criterion 3: Planning with Data

School administrators, including assistant principals, lead the development, implementation, and evaluation of data-driven plans for increasing student achievement. In order to increase student achievement, multiple student data points must be used and analyzed. Areas of evidence might include:

Artifacts	Evidence
• Late-start collaboration, professional development, staff meetings, PLC, conferences • Master schedule and class placement • Special education and LAP allocations • Progress monitoring: MAP testing, CBA data • Monitoring discipline: Need for PBIS modifications and celebrations • LAP student placement, monitoring and collaboration • Interventions: RTI, MMS Academy (20 min. class daily for students failing multiple classes) • Student check-ins: Attendance, grades, discipline	What connections can be made to the list of artifacts that illustrate an increase in student achievement as a result of using data-driven improvement efforts? • Has PLC time led to instructional changes in the classroom that resulted in increased student achievement? • How has data been used to create the master schedule? • Are resources placed according to the greatest needs in the building? • How is PBIS data being cycled back into planning and modifying the school improvement plan? • New programs have been created as a result of data, but how have those programs led to increased student achievement?

Criterion 4: Aligning Curriculum

School administrators, including assistant principals, can assist staff in working to better align the curriculum, their instruction, and assessments with state and local district learning goals. Areas of evidence might include:

Artifacts	Evidence
• TPEP collaboration process • Reading comprehension conference: ELA team • Departmentalize: Math and Science • Blocking: ELA and SS • Special education and LAP support classes collaboration • Enrichment rotations • Common Core State Standards training • Late-start PLC collaboration: CFA and CBA work • Professional development: Building Academic Vocabulary workshop	What connections can be made to the list of artifacts that illustrate the alignment of curriculum, instruction and assessments? • Has PLC time led to instructional changes in the classroom, curriculum alignment and the creation and use of common assessments? • What data is being gathered to show that alignment efforts have resulted in increased student achievement? • Are department or grade-level teams aligned in procedures, expectations, grading practices, etc.? • Do the building goals reflect a common focus on improving alignment horizontally and vertically?

Criterion 5: Improving Instruction

This criterion is critical for administrators, including assistant principals, as they work with teachers to enhance their professional practice. Monitoring, assisting, and evaluating effective instruction and assessment practices in order to improve instruction is at the heart of TPEP. Areas of evidence might include:

Artifacts	Evidence
• Student Improvement Plan • Data carousels/wall • TPEP: Observations process and student growth goals • Data walks • Instructional goals: Depth of knowledge • Late-start collaboration: CFA and CBA work • Professional development: Building Academic Vocabulary workshop • Reading comprehension conference: ELA team	What connections can be made to the list of artifacts that illustrate instructional improvements have resulted in increased student achievement? • Is there a common definition and practice of good instruction? • Are research-based instructional strategies evident throughout the building? • What data feedback systems are being used to modify instruction as needed? • Have those systems resulted in increased student achievement? • Has PLC time led to instructional changes in the classroom that have resulted in increased student achievement in individual classrooms and across the system?

Criterion 6: Managing Resources

School administrators, including assistant principals, must manage both staff and fiscal resources to support student achievement and legal responsibilities. Areas of evidence might include:

Artifacts	Evidence
• District LAP coordinator • Hiring protocol • Para educator allocations/schedules • Medicaid match building coordinator • ASB budget and fundraising • ASB student store • Athletics: Oversee athletic director, coaching staff, transportation, officials, supervision • Technology grant team member	What connections can be made to the list of artifacts that illustrate that resources are appropriately placed to support increased student achievement? • Is the master schedule adult-centered or student-centered? • Does the master schedule support the needs of students or the needs of itinerant staff? • Do teachers have a shared load of the entire spectrum of the student population? • Are the best teachers working with the hi-cap students or low-performing students? • What systems are in place to monitor and track resources? • Do expenditures support the mission, vision and SIP?

Criterion 7: Engaging Communities

School administrators, including assistant principals, who partner with the school community are better able to support and promote student achievement. Areas of evidence might include:

Artifacts	Evidence
• Facilitate parent/staff/student meetings, including conferences • Parent communication: Phone calls, emails, letters, meetings • Parent group: Meetings and sponsored events: 5K Predication Run and Spring Fling Activity Night • Orientation, curriculum night, activity events and nights, volunteers • Quarterly award celebrations • Supervision of theater productions, band, orchestra, and choir concerts • Website updates, contributions to newsletters, social media • Participation in school district musical and Harlem ambassadors charity basketball game • Partnership with Thurston County Food Bank Pantry: Friday Food Bags	What connections can be made to the list of artifacts that illustrate a partnership with the community to promote increased student achievement? • What survey data is collected and used to modify programs and practices? • What systems are in place to solicit and engage the community in school-related decisions? • What tools are used to measure the effectiveness of school communications? • What programs are modified, adjusted and/or created to meet the needs of the various stakeholders?

Criterion 8: Closing the Gap

School administrators, including assistant principals, demonstrating commitment can play an integral part in closing the achievement gap as they work collaboratively with school personnel. Areas of evidence might include:

Artifacts	Evidence
• Assignment of LAP teachers/students • MMS Academy (AP-led, daily, targeted support for students failing two or more classes) • Monitoring of discipline, including parents meetings and SRO/Juvenile Court personnel collaboration • Monitoring of attendance, including parent meetings and SRO/Juvenile Court personnel collaboration • School-to-school collaboration: Incoming and exiting students (elementary to middle and middle to high school) • Special education transition meetings: Elementary to middle • Late-start collaboration: At-risk student identification and action plan • Professional development: Building Academic Vocabulary workshop • Reading comprehension conference: ELA Team • Data carousels/wall: Identification of top three areas of concern • Progress monitoring: CFAs and MAP testing	What connections can be made to the list of artifacts that illustrate a commitment to closing the achievement gap? • What alternatives to out-of-school suspension have been created to reduce lost instructional time and improve behavior? • How has PLC time resulted in the identification of and targeted effort to reduce achievement gaps? • How have strategically placed resources reduced achievement gaps? • What programs have been implemented and resulted in increased student achievement? • How are systems and structures modified throughout the year in order to reduce the achievement gap?

Teacher and Principal Evaluation Coordination

Washington state, like some other states, approached the revision of teacher evaluation and principal evaluation regulations simultaneously. While work was done by different groups of people, having it done at the same time—and embedded in the same statutes—caused AWSP to wonder about the relatedness of the two new systems.

AWSP knew that over time, the professional expectations of teachers and principals had evolved in response to initiatives or expectations that affected both teachers and principals alike. Since the new evaluation work was an effort to catch up to those new professional expectations, AWSP decided to analyze the teacher evaluation criteria and principal evaluation criteria to see if there were connections worthy of calling out.

What AWSP found were five themes of mutual accountability that connected the teachers' work to the principals' work and visa versa. These themes are likely at play in most states. Certainly the principal's job is different from the teacher's job, but interestingly enough, the principal and the teacher are accountable for the same things.

The following two pages show the five themes of mutual accountability at play in Washington state, and AWSP encourages other states to make a similar analysis. When teachers and principals realize the similarities between their responsibilities, the dynamic changes for the better. Page 57 shows a comparison of actual language from the statute describing the evaluation criteria for both teachers and principals, organized by the five themes.

Five Themes of Mutual Accountability

1 **Creating a Culture of Learning.** Both teachers and principals are responsible for creating a culture of learning. Managing spaces, creating protocols, reinforcing behaviors, and interacting with each other all serve to create a culture. Because schools' missions are learning-centered, their cultures need to foster that mission. Principals are responsible for creating the school's culture and reinforcing classroom cultures that support it. Teachers are responsible for creating the classroom culture and reinforcing the school's culture.

2 **Using data to make decisions.** In today's world of education, data analysis is a key professional expectation. Teachers are expected to use data to make instructional decisions and principals are expected to use data to make leadership decisions. When they do this together, better decisions are made.

3 **Linking content to standards and expectations.** Both teachers and principals play a role in ensuring that the right content is taught in a way that helps students to understand, and helps students see the connections to other learning experiences.

4 **Linking the school to the community and the community to the school.** Student learning is no longer isolated to the school's classroom, and the teacher is no longer the sole dispenser of knowledge. Today's principals and teachers have a responsibility to link student learning experiences to the larger community and treat members of the community as partners in the education of students.

5 **Increasing teaching effectiveness.** This is the primary job of today's principals as they are expected to be instructional leaders. Teachers also play a critical role in their own improvement, using the district's instructional framework as a foundation. We have condensed the teacher evaluation criteria for this theme to read *"Implementing the instructional framework."* Added to that concept is today's expectation that teachers improve their practice by collaborating with their colleagues.

Creating a CULTURE of learning

Teachers

"fostering and managing a safe, positive learning environment."

"collaborative and collegial practices focused on improving instructional practice and student learning."
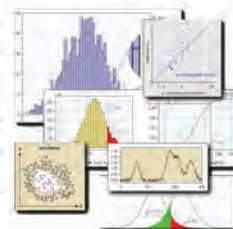
Principals

"creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff."

"providing for school safety."

Using DATA to make decisions

Teachers

"using multiple student data elements to modify instruction and improve student learning."

Principals

"development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements."

Linking CONTENT to standards

Teachers

"providing clear and intentional focus on subject matter content and curriculum."

Principals

"assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals."

Linking the school to the COMMUNITY

Teachers

"communicating and collaborating with parents and school community."

Principals

"partnering with the school community to promote learning."

Increasing TEACHING effectiveness

Teachers

Implementing the instructional framework

Principals

"monitoring, assisting, and evaluating effective instruction and assessment practices."

Notes, Thoughts, Ideas:
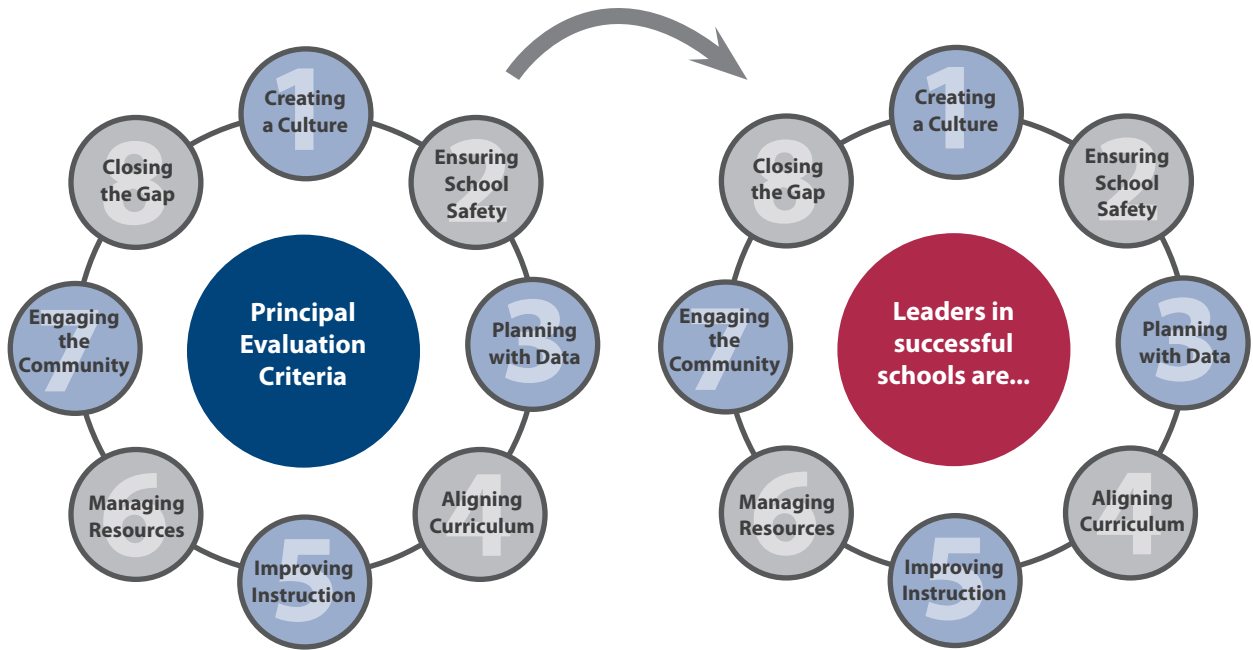
Partnering with Student Leaders

AWSP has pioneered many student leadership initiatives throughout the years, and has one of the most impactful student leadership training programs in the country. With the evolution of new principal evaluation regulations, and the development of the AWSP Leadership Framework, Susan Fortin and the AWSP Student Leadership team looked to see what role student leaders can play as they partner with principals to strengthen schools. The following is a brief description of to-day's student leadership initiatives written by Joe Fenbert, Washington Student Leadership Student Program Director.

The message from principals on the leadership camp brochure in the 1950s reads: "Washington high school summer workshops are made possible through the combined efforts of all the second-ary school principals throughout the state. They believe in and foster student participation through the student council." Students were placed in a sys-tem where they participated in student council to plan their activities while the school was managed by the principal. By the 1970s, a new paradigm beyond student participation was born out of the

Vietnam War and youth movement: student voice. When 18-20 year-olds around the country rallied to pass the 26th amendment, their main argument was that if they were old enough to fight in a war, then they were old enough to vote on the repre-sentatives that were sending them to war. Student leaders in schools continued to participate, but they could now provide input into the school system. Their opinions on school issues were solicited, and what they said mattered.

What is the role of student leaders now? Pushing forward on the continuum of student engagement utilizing the AWSP Leadership Framework, the new role is that of partner in educational outcomes. A simple rephrasing of the Principal Evaluation Criteria graphic (shown above) brings this point to light.

This adjustment to the graphic is being presented to both high school and middle-level students that participate in one of the Washington Student Leadership programs or trainings. It is now a main staple of the curriculum. The Washington Student Leadership staff explains that all leaders in schools need to be focused on these concepts. And, just like a principal, they too are leaders in a school. The words principals use to explain the criteria might be different than what student leaders use, and what principals decide to do to meet the criteria might be different than what student leaders decide to

do. However, the question around the criteria is the same: How can schools help all students achieve academic and social success by creating a culture, ensuring school safety, planning with data, aligning curriculum, improving instruction, managing resources, engaging communities and closing the gap?

In many of the action plans students create through the Student Leadership program, their first step states: "Meet with our principal." In this meeting, their goal is to explain how the ideas they have for the school fall into one of the eight principal evaluation criteria. Student Leadership has created a project planning template called *Contributing to the Leadership Framework* (see page 65) that students are encouraged to use when planning activities and events. Students are asked to think beyond the "fun" of an activity and dig down into a meaningful purpose that aligns with the Framework.

Criteria through the Lens of a Student Leader

A closer look at each of the criteria through the lens of a student leader, as illustrated on the following pages, shows how students can truly be partners with principals in attaining educational goals.

1: Creating a Culture

Creating a culture is what student leaders are all about. They want to help create a place where kids *want* to come to school instead of *have* to come to school. The goal of a student leadership program is for all students to feel welcomed and connected. According to Maslow's Hierarchy of Needs, once a person's need to belong is fulfilled, that person can more easily slide into self-confidence and peak experiences. Students need to feel safe and connected at school before they can excel in academics.

A good place to start is for the principal to share with student leaders his or her goals, the mission of the school district and the school improvement plan. The student leaders in turn can then share their goals, mission and year-long action plan. Together, the principal and student leaders can establish a school culture where kids feel supported, included and motivated to develop to their full potential. "ASB" can be looked at as meaning, "*All Students Belong.*"

Ideas:

- Develop recognition programs that are inclusive of all students (e.g., Star Walls with every student's name, birthday acknowledgements for all).

- Secure affordable T-shirts with a unifying schoolwide theme.

- Build an association with the school mascot that all students (not just athletes) can relate to. For example, all students and staff can be "Eagle Strong" as learners, citizens and members of the school community.

- Name events in an inclusive way. A traditional fall "Student Leadership Retreat" renamed "Make A Difference Camp" increases attendance, as students who may not see themselves as "leaders" might see themselves as someone who wants to "make a difference."

- Ensure fun, fair, inclusive spirit activities during assemblies and events.

2: Ensuring School Safety

Student leaders won't be the principal's go-to source for evacuation and fire drill plans. However, they can be counted on to work at the level of emotional safety. To stop bullying and intimidation, the principal needs students to step up. Students are always two steps ahead of the adults in a school in terms of knowing who is being picked on, which kids are experiencing trauma and who is teetering on the edge. Principals can cultivate a relationship with the student leaders and reinforce the adage, "Tattling is when you try to get someone in trouble, telling is when you are trying to get someone out of trouble." Incidents of bullying and harassment decrease when kids take the lead in solving the problems.

Ideas:

- Student leaders gather data from other students using a map of the school as their survey tool. Students code the map with green to designate areas where they always feel safe. Yellow marks areas where they generally feel safe. Red shading shows areas where they don't feel safe. An analysis of results may point to areas of concern, differences in classroom climate, or focus areas for improved safety.

- Enlist student membership on committees related to ensuring school safety.

- Encourage student-led campaigns on issues related to the emotional health of the school. When organized by peers, these programs can have a deep and lasting impact on daily actions and attitudes of the entire school.

- Involve students in the creation and implementation of anti-bullying policies.

3: Planning with Data

Let student leaders be data gatherers. "What's working at our school? What would you change to make our school better?" These are the first questions asked of the entire student body when participating in Student Leadership's R.S.V.P. (Raising Student Voice and Participation) process. Principals can support student engagement in a process such as R.S.V.P. Student leaders can become the source of solutions that work at their school, and become the eyes and ears and heart and soul of their school; when a principal wants to know the pulse of the school, he or she can ask the student leaders. Student leaders can also be instrumental in collecting data on how kids are doing at school. Do they feel smart? Do they think the adults care about them? Do they have hope for the future? Do they understand the graduation requirements?

Ideas:

- Support the student-led R.S.V.P. process to help students gather data and take action for school improvement. (For more information, visit www.awsp.org/studentleadership.)

- Share data with student leaders from various clubs, activities or populations. They can use this information to establish goals and develop campaigns related to their organization. For example:

  – Attendance data by grade level to class officers. What factors lead to differences by grade level? What can they do to help improve attendance for their class?

  – Healthy Youth Survey data to clubs focused on peer influence and social behaviors. What are key issues in our school? What project(s) might your club implement to help change these behaviors?

  – School report card data with Latino Club members. What observations can they make? How is the school supporting success for all students? What can be done to help all students achieve?

4-5: Aligning Curriculum & Improving Instruction

At first glance, these categories might appear beyond the scope of student leaders. But, a student leadership group can help build a school's academic identity just like it helps build a social/cultural identity through student activities and athletics.

Student leaders can make the job of being a teacher easier. Student-driven teacher recognition programs can help teachers feel appreciated. Student leaders intentionally acting as classroom role models can set a tone for a classroom, just like younger kids learn by watching others in a library to be quiet and purposeful. Guest teachers can actually start requesting work at a school due to the interventions student leaders initiate when a "sink the sub" attitude emerges. The more student leaders learn about the big picture of educational reform, the more they will be able to incorporate concepts into their student activities.

Student leaders can help other students develop good study habits and increase their understanding about the importance of being college and career ready. They can even, as customers of learning, help a school understand which teaching methods and strategies are working and which ones are not.

Ideas:

- Have student leaders facilitate an activity to define a "super teacher"—what does he or she look like? Sound like? And how do students feel in his or her classroom? Students share the qualities of the super teacher (engaging, fair, challenging, etc.) with staff. Staff can do the same activity creating a "super student." What would he or she look like? Sound like? And how do teachers feel with "super students" in their classroom? Rubrics for "super student" and "super teacher" can be created and discussed.

- Survey students to identify how they learn best, what learning strategies are successful for them and how they feel about school.

- Recognize students who act as a motivator/role model in class or assist teachers to get everyone engaged in learning.

- Just as sport teams ask their captains to set the standards in regards to character, work ethic and team, so too can student leaders be asked to set the standards in the classroom in regards to character, work ethic and team.

6: Managing Resources

When it comes to ASB budgets, student leaders, advisers, bookkeepers and principals are trained in ASB finance. They know how to manage legal fundraisers, award programs and activities. When it comes to managing the physical plant, student leaders are the principal's direct link to the student body. If litter or graffiti are issues, students can find the solution and carry out an action plan for change. When student leaders understand that schools attempt to do a lot with scarce human and fiscal resources, they will be better able to help schools maximize what they do have. Student leaders can spread the attitude that being at school is like hanging out at your best friend's house; one intrinsically wants to take care of the place because he or she cares about who lives in the house.

Ideas:

- By Washington statute, raising and spending of ASB funds require a partnership between students and administration. Annually support the training of student leaders, bookkeepers, advisers and administrators in ASB Finance.

- Use the AWSP Leadership Framework to guide a goal-setting session with newly elected officers prior to their ASB budgeting process.

- Support the creation of a Green Team using the Washington Green Schools (www.wagreenschools.org) initiative. Through engagement in resource conservation at school, students on the Green Team learn valuable leadership skills while managing resources and educating their peers.

- Share data on a school facility concern with your student leaders (e.g., the number of hours and financial cost of custodial time spent cleaning gum from under lunch tables). Leaders can brainstorm solutions, create awareness campaigns, present data to other students and establish a school-wide goal to eliminate problems with the reward of a new school improvement with the money saved.

7: Engaging Communities

Positive student-planned events bring in the community. Students are already planning and carrying out talent shows and blood drives. The principal can help them see the value in reaching out to the larger community in events such as these. The principal might ask student leaders to help maintain an up-to-date reader board and timely publicity for events. Student leaders will see that each student activity is an opportunity for positive interactions between the school and members of the community. Students can be allowed to take the lead. They can organize events for the local elementary schools, reach out to senior centers and assisted living facilities, or plan an event to beautify the neighborhood. Student leaders make great community ambassadors, opening the door for the community to become a greater partner with the school.

Ideas:

- Student leaders take an active role in a school awareness night. Community members are invited to have dinner and learn about the school. Skits, performances, demonstrations of learning and displays can feature the academics and activities available to students.

- Use reader boards, digital displays or social media to advertise events, but also celebrate "fun facts" (e.g., pounds of food eaten, amount of money or pints of blood collected, perfect attendance day, school-wide percentage gain in GPA).

- Clubs and classes work together to sponsor an International Fest. Community members are invited to a showcase with students sharing talents unique to their cultural heritage. Train student leaders in positive customer relations. Help them understand that any community member in a school is a customer of public education. Through simple positive interactions with students, community members can feel proud of their schools and the future citizens.

8: Closing the Gap

For students, closing the gap can translate to, "I want my class to graduate together." The principal can challenge student leaders to think about their work through this lens. If student leaders focus on creating a safe and caring school, their work should be measurable through greater student engagement, less school discipline issues and better attendance rates.

Student leaders can also be servant leaders who help struggling students and they can be mentors to younger students. Student leaders can intentionally plan activities that do not exclude students based on income, and they can become involved in charitable fundraising to help students in need. Research is starting to prove that family income level is more of the driving force behind those students who are graduating and those students who are not.

Ideas:

- Adjust sports program practice times to a later start so athletes and cheerleaders can attend after-school homework help sessions. Students attend to receive help or to serve as role models and tutors.

- Have students advise and mentor a targeted group who are not on track to graduate or who have not met grade level standards.

- Throw an end-of-term celebration to recognize all levels of improvement.

Conclusion

In the end, strong student leaders create strong schools. The first step in this process is to realize that students should be an integral part of the process. For a school to flourish, all the leaders, both student and adult, need to be working toward and thinking about the same goals. Sometimes the students might be directly aware of the connections between their work and the work of schools, and other times they might just be thinking about planning a fun activity.

The principal can help student leaders see their impact based on the AWSP Leadership Framework. Together, the principal and student leaders can add new depth and purpose to the school's student leadership program, while making school better for all students.

Contributing to the Leadership Framework

Project/Event Name: _____

Dates, Time: _____

Location: _____

Organizing Body: _____

Student Contact: _____

Adviser Contact: _____

Description:

_____

_____

_____

_____

This project/event contributes to the following criteria of the Leadership Framework:

Criteria	Contribution
Creating a Culture Ensuring School Safety Planning with Data Aligning Curriculum Improving Instruction Managing Resources Engaging Communities Closing the Gap	

Evaluation Criteria: How Student Leaders Can Help

Criterion	What Principals are Asked to Do	What Student Leaders Can Do
1: Creating a Culture	Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.	Create a place where kids *want* to come to school instead of *have* to come to school.
2: Ensuring School Safety	Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.	Stop bullying in its tracks. Principals take care of physical safety; student leaders take care of emotional safety.
3: Planning with Data	Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.	Become the eyes, ears, heart and soul of the school; listen, watch, observe and talk to the principal.
4-5: Aligning Curriculum and Improving Instruction	Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices. Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.	Make the job of being a teacher easier by being a role model for others in class. Organize meaningful teacher appreciation events. Learn what is taught. Be kind to guest teachers.
6: Managing Resources	Manage human and fiscal resources to accomplish student achievement goals.	Be responsible with Associated Student Body funds. Take care of the school and all of its resources.
7: Engaging the Community	Communicate and partner with school community members to promote student learning.	Don't frighten the adults! Make the community feel proud that they are the future.
8: Closing the Gap	Demonstrate a commitment to closing the achievement gap.	Leave no one behind. Graduate with all of their peers. Be a mentor to younger students.

Illustrative Staff Survey Prompts by Criterion and Element

Criterion	Element	Illustrative Survey Prompts
1: Creating a Culture	**1.1**	To what extent do you feel you have a voice in school decisions? __ None at all __ Somewhat __ A sufficient amount __ A significant amount How frequently do you receive information about the vision, mission, or general direction of the school? __ Never __ Rarely __ Sometimes __ Regularly How frequently does the staff celebrate the results or achievements of the school, its staff, or students? __ Never __ Rarely __ Sometimes __ Regularly To what extent is the principal responsive to feedback? __ Not at all __ Somewhat __ Mostly __ Consistently
	1.2	To what extent do you feel you can discuss the vision, mission, or direction of the school with the principal? __ Not at all __ Somewhat __ Mostly __ Consistently To what extent do you feel your conversations with the principal remain confidential? __ Not at all __ Somewhat __ Mostly __ Consistently

	1.2 *(Cont.)*	To what extent do you agree or disagree with the following statement: I am familiar with the principal's expectations for me as a classroom teacher. __ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree To what extent do you agree or disagree with the following statement: I am familiar with the principal's expectations for students in this school. __ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree
	1.3	To what extent do you agree with the following statement: I have adequate time to work with my colleagues to discuss student performance and our collective support for student learning. __ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree To what extent do you agree with the following statement: My team (i.e., grade level team or content area team) has established norms to help us facilitate conversations. __ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree How frequently do you participate in formal collaborative conversations with your colleagues in your grade level or subject area? __ Daily __ Weekly __ Every other week __ Monthly __ A few times per semester, quarter, or trimester __ I do not participate in formal collaborative conversations

Appendix A: Staff Survey Prompts

	1.4	To what extent do you agree or disagree with the following statement: I feel like I can talk with the principal about my ideas for the school.
		__ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree
		To what extent do you agree or disagree with the following statement: I feel like I raise concerns about the school without feeling judged.
		__ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree
		To what extent do you agree or disagree with the following statement: I know that my concerns will be kept confidential if I ask for them to be.
		__ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree
2: Ensuring School Safety	**2.1**	To what extent do you agree or disagree with the following statement: Students generally adhere to the school's discipline program.
		__ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree
		How frequently do you send students to the office because of their behavior?
		__ Daily __ Every few days __ At least once per week __ Once or twice per month __ Once or twice per semester, quarter, or trimester __ I do not send students to the office
		Which student behaviors are you most concerned about? *(Open ended response)*

	2.2	To what extent do you agree or disagree with the following statement: Students respect adults in the building.
		__ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree
		What are your biggest concerns about student behavior in the school? *(Open ended response)*
		How frequently do you interact with individual students about their behavior?
		__ Daily __ Every few days __ At least once per week __ Once or twice per month __ Once or twice per semester, quarter, or trimester __ Never
		How frequently do you engage with parents about their child's behavior?
		__ Daily __ Every few days __ At least once per week __ Once or twice per month __ Once or twice per semester, quarter, or trimester __ Never
3: Planning with Data	**3.1**	How frequently do you collect, analyze, and discuss data about your students' performance with your colleagues?
		__ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ At the end of units or chapters __ I do not collect information about my students' performance
		How frequently do you share data about your students' performance with your colleagues in your department or grade level?
		__ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ At the end of units or chapters __ I do not collect information about my students' performance

Appendix A: Staff Survey Prompts

	3.1 *(Cont.)*	What information do you currently collect or have you collected to monitor student learning? *(Open ended response)* What information do you need to better monitor student learning? *(Open ended response)*
	3.2, 3.3, 3.4	To what extent does the principal support the following practices in your school: data collection at the classroom level; collaborative data analysis by teachers or teams; data mining using extant data sources, etc.? __ Not at all __ A little bit __ Somewhat __ A great deal __ Not applicable
4: Aligning Curriculum	**4.1**	What support is the principal providing to help you align your curriculum or your instruction to state standards? *(Open ended response)*
	4.2	What support is the principal providing to you to help you adopt and successfully use best practices in your classroom? *(Open ended response)* How frequently do you discuss best practices with the principal? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ At the end of units or chapters __ I do not collect information about my students' performance To what extent do you agree or disagree with the following statement: The principal is able to discuss best practices in my field and provide assistance implementing those practices in my classroom. __ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree
	4.3	What support do you need to fully implement formative assessment practices in your classroom? *(Open ended response)*

5: Improving Instruction	5.1	How frequently does the principal visit your classroom? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never How frequently does the principal provide you with feedback about your classroom instructional practice? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never Which topics/issues does feedback from the principal focus on? *(Open ended response)* What feedback would you like to receive from the principal that would help you improve your instructional practice? *(Open ended response)*
	5.2	How frequently do you meet with the principal to discuss individual student learning goals, needs, or challenges? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never How could the process the school uses to develop student learning plans be improved? *(Open ended response)* What are the biggest challenges or barriers to improving student learning? *(Open ended response)*

Appendix A: Staff Survey Prompts

	5.3	To what extent do you agree or disagree with the following statement: I have a colleague in the school with whom I can discuss my instructional practice. __ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree How frequently do you talk with the principal about specific instructional strategies? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never
	5.4	Within the past 12 months has the principal provided professional development related to effective instructional practices? __ Yes __ No What topics, strategies, or skills do you want professional development about? (Open ended response) How frequently does the principal meet with you to discuss your instructional practice? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never
	5.5	How frequently does the principal meet with you to discuss student performance in your classes? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never

	5.5 *(Cont.)*	What feedback or support would you like the principal to provide to you about student performance in your classes? *(Open ended response)*
		What information, data, or evidence can the principal provide to you to assist you in monitoring student performance in your classes? *(Open ended response)*
		How frequently the does the principal attend or participate in your professional learning community, collaboration time, or department team meetings to discuss student growth?
		__ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never
6: Managing Resources	**6.1**	What staffing do you believe would support or expand your department's current efforts to improve student learning? *(Open ended response)*
		To what extent do you agree or disagree with the following statement: Our department has adequate staffing to achieve the desired learning outcomes.
		__ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree
	6.2	How frequently does the principal provide professional development to staff (either in-house or externally)?
		__ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never
		What professional development do you or your colleagues need to improve practice and results? *(Open ended response)*
		What resources do you need to support your own learning or to expand your knowledge of best practices? *(Open ended response)*

Appendix A: Staff Survey Prompts

	6.3	To what extent do you agree or disagree with the following statement: Teachers have sufficient input regarding the use of resources in this school? __ Strongly disagree __ Disagree __ Neither agree or disagree __ Agree __ Strongly agree What resources do you or your colleagues currently need to support efforts to improve student learning? *(Open ended response)* How frequently does the principal solicit input from teachers about the resources that are needed to support student learning improvement? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ As requested __ Rarely or never
	6.4	Within the past twelve months, has the principal provided training to staff on any of the following fiscal activities (check any that apply)? __ ASB funds __ Budgeting __ Cash handling __ Collecting money from students, parents, or families __ Fundraisers __ PTA/PTO funding __ Purchasing or procurement __ Record keeping __ Title I expenses __ Travel reimbursement
7: Engaging Communities	7.1	How frequently does the principal send communications home to parents, guardians, or families? __ Daily __ Weekly __ Every few weeks __ Monthly __ A few times per semester, quarter, or trimester __ Rarely or never What topics, concerns, issues, or ideas would you like the principal to communicate more regularly? *(Open ended response)*

	7.2	How can the school develop stronger relationships with parents and families? *(Open ended response)* Which student groups or populations do you feel could be better supported with new partnerships? *(Open ended response)*
8: Closing the Gap	**8.1**	What strategies are you currently using in your classroom to support students whose achievement is below standard? *(Open ended response)* What support are you or have you provided students who are close to or approaching standard?*(Open ended response)*
	8.2	What support do you need to ensure all students meet or exceed rigorous learning standards? *(Open ended response)* What support do your students need to ensure they meet or exceed rigorous learning standards? *(Open ended response)*
	8.3	What evidence do you use to inform your practice? To what extent are you using formative assessment to support student learning? *(Open ended response)*

Appendix B: Planning at a Glance

The following planning templates mirror the eight criterion presented in the AWSP Leadership Framework and User's Guide. The templates provide principals and their supervisors with a quick reference to begin preparing for the evaluation conversation.

Criterion 1: Creating a Culture

An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and an instructional program that promotes student learning and staff professional growth.

Establishing a Focus

PRINCIPAL

The principal is able to articulate, develop and sustain a shared mission and clear vision for the improvement of learning and teaching. The principal engages all staff in essential conversations and facilitates collaborative processes for ongoing improvement. The principal provides multiple opportunities for the development of shared leadership amongst staff.

SUPERVISOR

The principal's supervisor should have a plan for designating time for staff to collaborate outside of the instructional day and provide resources and professional development to build capacity for high performing teams. The principal's supervisor should have some data points to quantify the current school culture and some targeted areas for improvement. The principal's supervisor should be prepared to listen to the principal talk about strengths and barriers that impact progress and provide assistance in breaking down those barriers.

Preparing for Conversations

PRINCIPAL

- Be clear on the school staff's shared vision for continuous improvement (e.g., what are we doing to improve instruction over the next 12 months?).
- Gather artifacts that celebrate efforts and achievements of the staff, students, and school communities.
- Provide a copy of developed and agreed-upon team norms.
- Be ready to describe how he or she monitors instructional teams and promotes an open and constructive atmosphere for group discussions that leads to a high degree of collaboration.
- Gather measures of school culture (e.g., CEE, 9 Characteristics of high performing schools).

SUPERVISOR

- Communicate the district's mission and vision for the improvement of teaching and learning (e.g., what are our learning improvement priorities for the next 12 months?)
- Model active listening that creates a safe environment for the principal to engage in conversations.
- Review notes from previous conversations with the principal on progress toward the goal.
- Revisit contextual factors of the school that may impact success.
- Provide an outline of specific questions and information the supervisor would like to see prior to the meeting.

Having Conversations

PRINCIPAL

- Use data to compare the cultural strengths/areas of improvement of the school to high performing schools with similar demographics.
- Share meeting agendas, minutes and the school improvement plan tho show the concrete steps being taken to make the principal's vision a reality.
- Clarify how the district can provide resources or support toward creating a culture that promotes continuous improvement of learning and teaching.
- Ask about strategies and practices other schools use to communicate beyond the school community in a manner that creates a productive feedback loop for all stakeholders.

SUPERVISOR

- What is your vision for continuous improvement and how is it shared by the school community?
- As we walk around the building, what will I see that reflects the culture and priorities of this school? What are the points of pride?
- What decision-making process do you use and who is involved in that process?
- How did your collaborative teams develop their team norms? Where would we see those in action?
- Explain the change process as it has evolved in your school. Where has the school been, where is it going, and how will you know when you have arrived?

Reflecting on Conversations

- What practices or strategies did my supervisor feel contributed toward a strong culture?
- What practices or strategies did my supervisor feel are the least impactful toward improving our school culture?
- Am I clear on the priorities and goals of my supervisor? How do they align with the priorities and goals of our school?
- How will I communicate the results and priorities of the district to the leadership team and school staff?
- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

- What is the most important and immediate action I can take to improve our school culture?
- What must I do to communicate relevant portions of today's conversation to staff?
- What training do I need to be successful?
- What readings might I review to improve my understanding?
- What evidence will I collect for the next evaluation cycle?
- What information do I need to request from my staff, supervisor, or other colleagues?

Resources

The AWSP website has an online Resource Library linking to hundreds of books, surveys, case studies and best practices for each criterion. Visit www. awsp.org/frameworkresources.

Appendix B: Planning at a Glance

Criterion 2: Ensuring School Safety

An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.

Establishing a Focus

PRINCIPAL

The principal must clearly understand the needs and current practices of the school community. The principal might prepare for this conversation by analyzing discipline data to identify patterns or trends related to specific behaviors, student groups, and activities; conducting focus groups with parents and students about the climate of the school; or distributing an anonymous survey to staff to identify concerns related to the school's discipline program, current discipline practices, or concerns about particular student behaviors.

SUPERVISOR

The principal's supervisor should be prepared with current changes to the district's discipline policies or district expectations about discipline practices. As a formative activity, the supervisor should be prepared to listen to the principal about their school's discipline issues and identify supports, resources, and other services that might assist the principal in improving school safety.

Preparing for Conversations

PRINCIPAL

- Gather baseline data showing patterns or trends in student discipline, behavior, and attendance.
- Disaggregate data regarding student discipline and behavior according to special populations (e.g., special education, bilingual, students of color).
- Gather evidence from professional development focused on school or district discipline procedures, as well as best practices in student discipline.
- Survey classroom teachers and instructional staff to determine what could be done to improve schoolwide support for student behavior.

SUPERVISOR

- Be prepared to communicate the district's current expectations and requirements for student discipline and school staff.
- Provide resources to the principal about effective student discipline practices or examples from other schools.
- Review notes from previous conversations with the principal about progress toward the goal.
- Revisit contextual factors that may impact success of the principal or school.
- Provide an outline of specific questions and information the supervisor would like to see prior to the meeting.

Having Conversations

PRINCIPAL

- What resources or supports can the district provide to ensure that my school is complying with current expectations for student discipline?
- What practices or processes do you see other schools using effectively to improve student behavior and conduct?
- What can we do to better monitor student behavior and school safety issues?

SUPERVISOR

- What is your plan for improving school safety?
- How are you monitoring the impact of your current safety plan(s)?
- What steps are you taking to improve your safety plan(s)?
- What training are you providing to your staff, especially those in safety-related positions?
- What training do you have planned, especially for those in safety-related positions?
- What support can I or the district provide to you and your staff?

Reflecting on Conversations

- What were the most important points raised in the conversation as they related to school safety?
- What were practices or strategies that my supervisor felt were working?
- What were practices or strategies that my supervisor felt needed to be improved?
- What resources or assistance did my supervisor suggest I use to improve school safety?
- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

- What must I do to communicate relevant portions of today's conversation to staff?
- What training do I need to be successful?
- What readings might I review to improve my understanding?
- What support does the school staff need to improve safety in the building?
- How will I know when I have completed this task?
- What evidence will I collect for the next evaluation cycle?
- What information do I need to request from my staff, supervisor, or other colleagues?

Resources

The AWSP website has an online Resource Library linking to hundreds of books, surveys, case studies and best practices for each criterion. Visit www.awsp.org/frameworkresources.

Appendix B: Planning at a Glance

Criterion 3: Planning with Data

An effective leader relies on data to promote improvement in multiple aspects of school and across all eight of the criteria. A leader influences others to achieve mutually-agreed-upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.

Establishing a Focus

PRINCIPAL

The principal needs to have a clear understanding and specific examples of how data is being used across the school to inform decision making. The principal needs to understand how staff access, interpret and utilize data as part of the school's ongoing improvement process. At the beginning of the year, the principal and supervisor should establish a student growth goal for the school that guides the work throughout the year. The principal should be ready with student achievement evidence to analyze the progress toward this goal.

SUPERVISOR

The principal's supervisor should be prepared with a copy of the school improvement plan and be familiar with the school's goals and learning improvement targets. The supervisor (in consultation with the principal) should have already established student growth goals prior to the evaluation conversation. As a formative activity, the supervisor should be prepared to listen to the principal about data needs and growth goals to identify supports, resources, and other services that might assist the principal.

Preparing for Conversations

PRINCIPAL

- Create a school calendar where assessments, professional development and data analysis are built in and prioritized.
- Provide evidence (e.g., agendas, minutes, notes) of teacher's training on and use of data.
- Gather examples of data being used to inform improvement in instruction.
- Survey teachers to analyze how data is being used, what data is needed, and what professional development is needed to improve data use.

SUPERVISOR

- Communicate the district's expectations and requirements for data use to the principal.
- Provide resources and professional development to principals on how data analysis is used.
- Establish criteria for quality data tools.
- Review notes from previous conversations with the principal on progress toward the goal.
- Revisit contextual factors of the school that may impact success.
- Provide an outline of specific questions and information the supervisor would like to see prior to the meeting.

Having Conversations

PRINCIPAL

- Explain how the instructional calendar, formative assessments and quality assessments align.
- What resources or supports can the district provide to ensure that the school is complying with current expectations for data use?
- How do other schools effectively use data to improve learning?

SUPERVISOR

- How does your data tell the story of student success at this school? What are your areas of growth?
- How do you use data to inform your actions to improve teaching and learning?
- What are some examples of the way that you embed data-driven instruction into your school's calendar?
- How do you ensure your classroom teachers and instructional staff have adequate time to analyze data and develop concrete action plans?
- What support can I or the district provide to you and your staff?

Reflecting on Conversations

- What are the most important points raised in the conversation related to the use of data to improve learning?
- What were practices or strategies that my supervisor felt were working?
- What were practices or strategies that my supervisor felt needed to be improved?
- Am I clear on the priorities and goals of my supervisor? How do they align with the priority and goals of our school?
- How will I communicate the results and priorities of the district to the leadership team and school staff?
- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

- What must I do to communicate relevant portions of today's conversation to staff?
- What training do I need to be successful?
- What readings might I review to improve my understanding?
- What support does the school staff need to use data more effectively?
- What evidence will I collect for the next evaluation cycle?
- What information do I need to request from my staff, supervisor, or other colleagues?

Resources

The AWSP website has an online Resource Library linking to hundreds of books, surveys, case studies and best practices for each criterion. Visit www.awsp.org/frameworkresources.

Appendix B: Planning at a Glance

Criterion 4: Aligning Curriculum

An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practices, and best instructional practices align with assessment practices.

Establishing a Focus

PRINCIPAL

The principal is able to develop and maintain a staff focus on learning and teaching priorities and guide the curriculum alignment process within curriculum and across grade levels. Knowing state performance areas in the content area is foundational to this work. The principal needs to have knowledge of best instructional practices and understand how to use assessments to diagnose learning needs and design appropriate learning interventions to drive success on state, local and classroom measures. The principal is able to effectively engage instructional staff on reflections about classroom practices that drive improvement. The cycle for continuous improvement is evident. Examples of data sources include instructional calendars, common formative/summative assessments, data talk results and intervention/enrichment time.

SUPERVISOR

The principal's supervisor should understand the strengths and weaknesses of the current district-adopted curriculum. Time and resources should be dedicated toward staff development for teachers and administrators to ensure K-12 and cross-curriculum articulation. The principal's supervisor should ensure there is collaborative time for teachers to develop plans for instruction and assessment. The principal's supervisor may need to create a compelling/contractual need for teachers to align the curriculum if there is an existing culture of "academic freedom."

Preparing for Conversations

PRINCIPAL

- Gather communications used to disseminate information about state and district performance goals to staff.
- Gather samples of common instructional calendars for each content area.
- Provide evidence (agendas, minutes, notes) of teachers' work toward aligning curriculum.
- Gather examples of assessments used to diagnose learner needs and design interventions.
- Gather examples of re-teaching/enrichment time for students who did not meet standard or exceeded standard.

SUPERVISOR

- Understand how effective the school has been historically in aligning the curriculum to state and district standards as evidenced by achievement results.
- Provide resources and professional development to principals and teachers on aligning the curriculum.
- Review notes from previous conversations with the principal on progress toward the goal.
- Revisit contextual factors of the school that may impact success.
- Provide an outline of specific questions and information the supervisor would like to see prior to the meeting.

Having Conversations

PRINCIPAL

- Describe actions being taken to align content, instructional practices, and assessments with state and district learning goals.
- Show the supervisor data that highlights progress the school has made toward meeting state/district goals and the instructional strategies being used that contribute to that progress.
- Provide examples of instructional best practices and how they are being shared across the content areas.

SUPERVISOR

- Can you explain how you are aligning instruction to state and district learning goals?
- What process are you using to monitor student's progress toward learning goals within each content area?
- Where have you observed the greatest alignment with the state and district's learning goals?
- Where could more support help you ensure greater alignment between instruction, content, and the state or district's learning goals?

Reflecting on Conversations

- What progress has my staff made toward aligning the school's curriculum and assessments?
- Where can we improve our alignment of curriculum with state and district learning goals?
- Is our school's progress toward this goal consistent with the district's current goals or priorities?
- How will I communicate the results and priorities of the district to the leadership team and school staff?
- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

- What are the highest priority areas for us to focus on?
- What must I do to communicate relevant portions of today's conversation to staff?
- What support will the staff need to implement the next steps?
- What readings might I review to improve my understanding?
- What evidence will I collect for the next evaluation cycle?
- What information do I need to request from my staff, supervisor, or other colleagues?

Resources

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Appendix B: Planning at a Glance

Criterion 5: Improving Instruction

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best.

Establishing a Focus

PRINCIPAL

The principal develops a routine to monitor instruction and assessment practices effectively. The principal understands the requirements of a student growth plan and regularly meets with staff to discuss individual, team, and collective progress toward improvement goals. The principal facilitates schoolwide implementation of effective instruction and assessment, and develops processes to reliably and validly evaluate staff effectiveness in these areas.

SUPERVISOR

The principal's supervisor provides training and facilitates collaboration among school administrators to define and apply evaluative criteria consistently to all staff. Effective practices desired by the district are identified and communicated. The principal's supervisor defines the requirements for a student growth plan and provides reliable sources of evidence to gauge effectiveness. Support and guidance is provided for administrators in the evaluation/probation process. The principal's supervisor realizes the necessity of reducing tasks not directly related to achievement goals from the principal's performance expectations.

Preparing for Conversations

PRINCIPAL

- Provide evidence that the principal is conducting regular classroom observations consistent with contractual obligations.
- Provide evidence that the principal is providing support for novice teachers in the form of mentoring, induction, or professional development.
- Provide evidence that the principal is working with teachers who have specific improvement needs or who are currently on a plan of improvement.
- Provide a copy of the school's plans for professional development that incorporate best practices in instruction and assessment.
- Gather evidence that shows support of a subset of teachers that leads to an improvement in student achievement.

SUPERVISOR

- Provide resources and professional development so that principals are able to define and apply evaluation criteria to all staff in a consistent manner.
- Offer suggestions and strategies that help principals manage the evaluation process (e.g., time management, use of technology, scripting).
- Review notes from previous conversations with the principal on progress toward the goal.
- Revisit contextual factors of the staffing of the school that may impact success.
- Provide an outline of specific questions and information the supervisor would like to see prior to the meeting.

Having Conversations

PRINCIPAL

- Describe how frequently the principal is observing classroom instruction and what you are looking for when in classrooms.
- Explain the instructional priorities and best practices all teachers are expected to use in the school. If possible, take the supervisor for a walk-through to see evidence of those priorities in action or provide the supervisor with a previously recorded video to demonstrate the type of instruction the principal wants him or her to see.
- Provide examples of feedback that has been provided to teachers from both formal and informal observations.
- Gather examples of student growth plans and share how they are being used in the building.

SUPERVISOR

- Can you explain how you are aligning instruction to state and district learning goals?
- What process are you using to monitor students' progress toward learning goals within each content area?
- Where have you observed the greatest alignment with the state and district's learning goals?
- Where could more support help you ensure greater alignment between instruction, content, and the state or district's learning goals?

Reflecting on Conversations

- What progress has my staff made toward consistently using our building-identified best practices?
- What feedback did my supervisor provide that could help me evaluate teachers more effectively?
- What suggestions or recommendations did my supervisor make that will increase my ability to improve instruction?
- What strengths were identified in this area? In what ways can I improve in this area?
- What is the most impactful strategy we discussed that could be implemented to improve instruction?

Identifying Next Steps

- What professional development do I need to more effectively improve instruction?
- What professional development does the staff need to more effectively improve instruction?
- What readings might I review to improve my understanding?
- What evidence will I collect for the next evaluation cycle?
- What information do I need to request from my staff, supervisor, or other colleagues?

Resources

The AWSP website has an online Resource Library linking to hundreds of books, surveys, case studies and best practices for each criterion. Visit www.awsp.org/frameworkresources.

Criterion 6: Managing Resources

An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

Establishing a Focus

PRINCIPAL

As related to school resources, the evaluation conversation provides an opportunity for the principal to explain to his or her supervisor what he or she is currently doing to support teaching and learning, as well as the resources needed to continue advancing the school's learning improvement efforts. As such, the conversation provides principals with an opportunity to offer a compelling justification for additional resources.

SUPERVISOR

The principal's supervisor should be familiar with the resources and staffing allocated to the school and how the principal is making use of these resources to support teaching and learning. Further, the conversation provides an opportunity to understand what resources the principal needs to continue advancing his or her school's learning improvement agenda.

Preparing for Conversations

PRINCIPAL

- Review copies of the school budget and master schedule to identify gaps that can be addressed with resources.
- Identify hiring needs for the next school year and establish the justification for the positions need.
- Be prepared to discuss teachers who are currently on plans of improvement and summarize where they are in the process.
- Survey classroom teachers and instructional staff to determine what resources or supports are needed to improve the school's ability to support teaching and learning.

SUPERVISOR

- Be prepared to communicate the district's current expectations and requirements for managing resources
- Provide information about the district's current policies related to budgeting and resource allocation.
- Review notes from previous conversations with the principal about progress toward the goal.
- Revisit contextual factors that may impact success of the principal or school.
- Provide an outline of specific questions and information the supervisor would like to see prior to the meeting.

Having Conversations

PRINCIPAL

- What practices or processes do you see other schools using effectively to improve teaching and learning through the allocation and use of resources?
- What practices or processes could be improved or made more efficient?
- What changes in resources are you anticipating for the coming year?

SUPERVISOR

- What needs are you currently unable to meet given the resources allocated to the school?
- What additional resources are needed to serve students who are not meeting standards?
- How are staff being engaged in the resource allocation process and what input are they providing?
- What training are you providing to your staff, especially those who work closely with ASB, Title I, or special purpose programs?
- What training do you have planned for your staff, especially those who work closely with ASB, Title I, or special purpose programs?
- What support can I or the district provide to you and your staff?

Reflecting on Conversations

- What were the most important points raised in the conversation as they related to the use or management of school resources?
- What were practices or strategies that my supervisor felt were working?
- What were practices or strategies that my supervisor felt needed to be improved?
- Were there any changes to the school's resources that will need to be made in preparation for next year?
- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

- What must I do to communicate relevant portions of today's conversation to staff?
- What must I do to improve the allocation or use of resources in the school?
- What training do I need to be successful?
- What readings might I review to improve my understanding?
- What support does the school staff need to improve the allocation or use of resources?
- How will I know when I have completed this task?
- What evidence will I collect to document its completion?
- What information do I need to request from my staff, supervisor, or other colleagues?

Resources

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Appendix B: Planning at a Glance

Criterion 7: Engaging Communities

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as its own. An effective leader understands the greater community and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

Establishing a Focus

PRINCIPAL

As a community leader, the principal must understand the connections between the school and the community in which the students and families live. As part of this understanding, the principal must know how to use the resources available within the school and those held by community partners to support the students, staff, and school.

SUPERVISOR

The principal's supervisor should be prepared to discuss changes to the district's expectations for community engagement. The supervisor should be able to discuss with the principal what resources are at his or her disposal to assist the principal in developing relationships with the school community. In particular, the supervisor should pay close attention to the partnerships that the principal may be cultivating with the community to monitor them for possible legal or fiscal issues.

Preparing for Conversations

PRINCIPAL

- Gather baseline data showing community support as it relates to students, families, and staff.
- Prepare a "menu of services" that shows what support the community is providing to the school, its families, and students.
- Gather evidence from professional development showing classroom teachers and school staff how to engage communities in support of teaching and learning.
- Survey parents to determine how and if they are engaged in the school, and what could contribute to improved support.
- Conduct focus groups with members of the school's parent organization to determine which activities the principal can better support.

SUPERVISOR

- Be prepared to communicate the district's current expectations and requirements regarding the school-community relationship.
- Provide resources to the principal that enhance or expand connections between the school and the community.
- Review notes from previous conversations with the principal about progress toward the goal.
- Revisit contextual factors that may impact success of the principal or school.
- Provide an outline of specific questions and information the supervisor would like to see prior to the meeting.

Having Conversations

PRINCIPAL

- What resources, partnerships, or programs can I access to improve the community's support for my school?
- What practices or processes do you see other schools using effectively to improve the community's support for my school?
- Where can I provide more support to my staff to develop or strengthen relationships with the school community?

SUPERVISOR

- What is your plan for strengthening the relationship between your school and the community?
- How are you engaging teachers, staff, and parents in this work?
- What training are you providing to your staff, particularly those who regularly reach out to the school's community?
- What training do you have planned, particularly for those who regularly reach out to the school's community?
- What support can I or the district provide to you and your staff?

Resources

Reflecting on Conversations

- What were the most important points raised in the conversation?
- What were practices or strategies that my supervisor felt were working?
- What were practices or strategies that my supervisor felt needed to be improved?
- What resources or assistance did my supervisor suggest I use to strengthen the relationship with the school community?
- What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan?

Identifying Next Steps

- What must I do to communicate relevant portions of today's conversation to staff?
- What training do I need to be successful?
- What readings might I review to improve my understanding?
- What support does the school staff need to strengthen relationships with the school community?
- How will I know when I have completed this task?
- What evidence will I collect for the next evaluation cycle?
- What information do I need to request from my staff, supervisor, or other colleagues?

Appendix B: Planning at a Glance

Criterion 8: Closing the Gap

An effective leader works to improve the achievement of groups of students that share an historical disadvantage, as well as the achievement of individual students who are not realizing learning potential. An effective leader uses evidence to support student improvement by gathering data about achievement: standardized tests and school directed assessments; assessments that are teacher designed and embedded into instruction; and portfolio- and performance-based project assessments.

Establishing a Focus	Preparing for Conversations	Having Conversations

PRINCIPAL
The principal should demonstrate a strong commitment to closing the achievement gap. To do so, the principal creates a clear understanding among all staff about the importance of eliminating the differences in achievement between student groups and the importance of closing gaps. The principal must therefore understand where gaps exist, have established an ongoing process to identify barriers to achievement, and be able to identify specific strategies to close that gap. The careful collection and recurring use of student growth data is central to this process, as is a system to monitor.
 	
SUPERVISOR
The principal's supervisor should be able to articulate how the district defines the achievement gap and conveys the strategies that the district believes will close the gap. The principal's supervisor ensures professional development on effective teaching practices for specific subpopulations is provided to administrators and teachers.
	PRINCIPAL
	• Gather data that illustrates how the achievement gap exists in the school: Which groups are impacted most? How has their performance over time changed or evolved? What strategies are in use to address these achievement discrepancies?
	• Collect evidence that shows how data is communicated to the staff, parents, and school community, especially as it relates to improving performance among low-performing student groups.
	• Be prepared to explain how the achievement gap is being addressed in the school improvement plan and what progress the principal is making toward full implementation of the school improvement plan.
	
	SUPERVISOR
	• Understand the district's priorities for improving performance among all students and check that the principal understands these priorities.
	• Be prepared to review data for specific student populations and provide guidance to the principal in relation to those populations.
	• Provide the principal with resources, models, or tools that will help him or her analyze and respond to achievement disparities.
		PRINCIPAL
		• Be able to articulate clearly the student groups that are performing at lower levels than their peers, how achievement among these students has changed over time, and what strategies are being put into place to address their achievement.
		• Share strategies teachers are being encouraged to use in their classrooms to advance learning for all students and provide evidence that indicates how these strategies are being implemented.
		
		SUPERVISOR
		• Be prepared to ask reflective questions that help the principal identify salient areas for improvement:
		  – What process are you and your staff using to identify lower performing groups?
		  – What are you and your staff doing to communicate your concerns about achievement among specific student groups?
		  – What resources or supports has the school provided to assist these students?
		  – What barriers have you identified or removed to assist these students?
		  – What work are you doing to help staff understand cultural, socioeconomic, or familial pressures that may influence student achievement?
		• Plan to conclude the conversation by clearly defining the student growth goal.

Reflecting on Conversations	Identifying Next Steps	Resources
• What is the student growth goal for the coming year and what steps must I take to implement it? • What practices or strategies did my supervisor feel are eliminating the achievement gap in school? • How will I communicate the results and priorities of the school staff? • What suggestions or recommendations did my supervisor make that I can integrate into my professional learning plan? • What resources or tools did my supervisor suggest I use or provide to my staff?	• What is the most important and immediate action I can take to eliminate the achievement gap? • What must I do to communicate relevant portions of today's conversation to staff? • What professional development do I need to be successful? What professional development does my staff need? • What readings might I review to improve my understanding? • What evidence will I collect for the next evaluation cycle? • What information do I need to request from my staff, supervisor, or other colleagues?	The AWSP website has an online Resource Library linking to hundreds of books, surveys, case studies and best practices for each criterion. Visit www.awsp.org/frameworkresources.

Appendix C: Washington State Rules and Regulations

TPEP WACs and RCWs

The following are the new WACs and RCWs which apply to the evaluation of **teachers, support personnel** and **principals and assistant principals.** They have been reordered (but not reworded) to place like requirements adjacent to each other for principals and teachers. WACs begin with 392 and RCWs begin with 28A.

- **Black** indicates that the words or sections apply to both teachers, principals and assistant principals. This is the new TPEP language.

- **Blue** indicates that the words or sections apply only to teachers.

- **Purple** indicates that the words or sections apply only to principals.

- **Orange** indicates that the words or sections apply only to support personnel.

- **Yellow highlight** indicates that these words are not WAC language, but rather a note that we included in the document to add clarity.

Authority

392-191A-010

The general authority for this chapter is RCW 28A.405.100 which authorizes the superintendent of public instruction to adopt minimum criteria for the evaluation by school districts of professional educators.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-010, filed 2/7/13, effective 3/10/13.]

Purpose

392-191A-020

The purpose of this chapter is to establish the minimum criteria, minimum procedural standards, summative methodology and summative descriptors to be adopted in accordance with chapter 41.59 RCW by school districts for the evaluation of the professional performance capabilities and development of certificated classroom teachers, principals, assistant principals, and certificated support personnel.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-020, filed 2/7/13, effective 3/10/13.]

Definitions

392-191A-030

The following definitions apply to the terms used in this chapter:

"Certificated classroom teacher" and **"teacher"** mean a certificated employee who provides academically focused instruction to students and holds one or more of the certificates pursuant to WAC 181-79A-140 (1) through (3) and (6)(a) through (e) and (g).

"Certificated principal," "principal" and **"assistant principal"** mean a person who is employed to supervise the operation and management of a school as provided by RCW 28A.400.100 and holds certificates pursuant to WAC 181-79A-140 (4) (a) or (6) (h).

"Certificated support personnel" and **"certificate support person"** mean a certificated employee who provides services to students and holds one or more of the educational staff associate certificates pursuant to WAC 181-79A-140(5).

"Evaluation" means the ongoing process of identifying, gathering and using information to improve professional performance, assess total job effectiveness, and make personnel decisions.

"Evaluation criteria" means minimum evaluation criteria for classroom teachers specified in WAC 392-191-006, the minimum evaluation criteria for principals specified in WAC 392-191-014 and the minimum evaluation criteria for certificated support personnel specified in WAC 392-191-020.

"Evidence" means observed practice, products or results of a certificated classroom teacher or certificated principal's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system.

"Four-level rating system" means the continuum of performance that indicates the extent to which the criteria have been met or exceeded.

"Instructional framework" means one of the approved instructional frameworks adopted by the superintendent of public instruction to support the four-level rating system pursuant to RCW 28A.405.100.

"Leadership framework" means one of the approved leadership frameworks adopted by the superintendent of public instruction to support the four-level rating system pursuant to RCW 28A.405.100.

"Observe" or **"observation"** means the gathering of evidence made through classroom or worksite visits for the purpose of examining evidence over time against the instructional or leadership framework rubrics pursuant to this section.

"Rubrics" or **"rubric row"** means the descriptions of practice used to capture evidence and data and classify teaching or leadership performance and student growth using the evaluation criteria and the four-level rating system.

"Scoring band" means the adopted range of scores used to determine the final summative score for a certificated classroom teacher or principal.

"Student growth" means the change in student achievement between two points in time.

"Student growth data" means relevant multiple measures that can include classroom-based, school-based, school district-based, and state-based tools.

"Summative performance ratings" means the four performance levels applied using the four-level rating system: Level 1 - Unsatisfactory; Level 2 - Basic; Level 3 - Proficient; Level 4 - Distinguished.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-030, filed 2/7/13, effective 3/10/13.]

District Policy Requirements

392-191A-040
Local school districts must establish and implement on or before September 1, 2013, an evaluation program consisting of the following:

 (1) Evaluation criteria meeting the minimum standards specified in WAC 392-191-010 and 392-191-020;
 (2) Evaluation procedures meeting the minimum standards specified in this chapter;
 (3) Evaluation criteria and procedures as specified in RCW 28A.405.100.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-040, filed 2/7/13, effective 3/10/13.]

Appendix C: Washington State Rules and Regulations

Purposes of Evaluation

392-191A-050
The purposes of evaluations of certificated classroom teachers, certificated principals, and assistant principals will be, at a minimum:

(1) To acknowledge the critical importance of teacher and leadership quality in impacting student growth and support professional learning as the underpinning of the new evaluation system.

(2) To identify, in consultation with classroom teachers, principals, and assistant principals, particular areas in which the professional performance is distinguished, proficient, basic or unsatisfactory, and particular areas in which the classroom teacher, principal, or assistant principal needs to improve his or her performance.

(3) To assist classroom teachers and certificated principals and assistant principals, who have identified areas needing improvement, in making those improvements.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-050, filed 2/7/13, effective 3/10/13.]

Evaluation Criteria

392-191A-060 | Certificated Classroom Teachers
The following are the minimum evaluation criteria and accompanying descriptors for certificated classroom teachers:

(1) Centering instruction on high expectations for student achievement. The related descriptor is: Expectations; the teacher communicates high expectations for student learning.

(2) Demonstrating effective teaching practices. The related descriptor is: Instruction; the teacher uses research-based instructional practices to meet the needs of all students.

(3) Recognizing individual student learning needs and developing strategies to address those needs. The related descriptor is: Differentiation; the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(4) Providing clear and intentional focus on subject matter content and curriculum. The related descriptor is: Content knowledge; the teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.

(5) Fostering and managing a safe, positive learning environment. The related descriptor is: Learning environment; the teacher fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being of students.

(6) Using multiple student data elements to modify instruction and improve student learning. The related descriptor is: Assessment; the teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(7) Communicating and collaborating with parents and school community. The related descriptor is: Families and community; the teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

(8) Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. The related descriptor is: Professional practice; the teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-060, filed 2/7/13, effective 3/10/13.]

392-191A-150 | Certificated Principals and Assistant Principals

The following are the minimum evaluation criteria and accompanying descriptors for certificated principals and assistant principals:

(1) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff. The related descriptor is: An effective leader advocates, nurtures, and sustains a school culture and instructional program that promote student learning and staff professional growth.

(2) Demonstrating commitment to closing the achievement gap. Note that this criterion is number 8 in our framework. The state added it here, but we believe it should not separate Culture and Safety. The related descriptor is: Effective leaders who have a commitment to closing identified gaps in achievement between groups of students, monitor subgroup data and develop and encourage strategies to eliminate those gaps. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(3) Providing for school safety. The related descriptor is: An effective leader teams with the school's community to develop routines and expectations that create a physically and emotionally safe learning environment.

(4) Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements. The related descriptor is: Effective leaders rely on data to promote improvement through school improvement plans in all aspects of the school and across all of the eight principal evaluation criteria. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(5) Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local school district learning goals. The related descriptor is: An effective leader assumes responsibility to assist staff with the alignment of their teaching and classroom assessments with the state's learning goals and the school district's curriculum.

(6) Monitoring, assisting, and evaluating effective instruction and assessment practices. The related descriptor is: An effective leader monitors teaching and uses the evaluation process and other strategies to support teachers' efforts to strengthen their teaching and learning in classrooms. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(7) Managing both staff and fiscal resources to support student achievement and legal responsibilities. The related descriptor is: An effective leader manages human and fiscal resources in ways that enhance the likelihood that students will thrive and succeed in achieving the school's goals for them.

(8) Partnering with the school community to promote student learning. The related descriptor is: An effective leader engages families and the community in ways that increase the success of students.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-150, filed 2/7/13, effective 3/10/13.]

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Student Growth

28A.405.100 (2)(f) & (6)(f)

Student growth data that is relevant to the teacher and subject matter or principal must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. Student growth data elements may include the teacher's performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate. Student growth data elements may also include the teacher's performance as a member of the overall instructional team of a school when use of this data is relevant and appropriate. As used in this subsection, "student growth" means the change in student achievement between two points in time.

28A.405.100 (2)(g) & (6)(g)

Student input or input from building staff may also be included in the evaluation process.

Comprehensive Evaluation

28A.405.100 (12)

All certificated classroom teachers and principals who have been transitioned to the revised evaluation systems pursuant to the district implementation schedule adopted under subsection (7)(c) of this section must receive annual performance evaluations as provided in this subsection:

All classroom teachers and principals shall receive a comprehensive summative evaluation at least once every four years. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating.

The following categories of classroom teachers and principals shall receive an annual comprehensive evaluation:

- Classroom teachers who are provisional employees under RCW 28A.405.220;

- Principals in the first three consecutive school years of employment as a principal;

- Principals previously employed as a principals by another school district in the state of Washington for three or more consecutive school years and in the first full year as a principal in the school district; and

- Any classroom teacher or principal who received a comprehensive summative evaluation performance rating of level 1 or level 2 in the previous school year.

392-191A-070 | Frequency of Observations

(1) School districts must observe all classroom teachers for the purposes of a comprehensive evaluation at least twice each school year in the performance of their assigned duties. School districts must observe all employees who are subject to a comprehensive evaluation for a period of no less than sixty minutes during each school year.

(2) School districts must observe new employees at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee's employment period.

(3) School districts must observe employees in the third year of provisional status at least three times in the performance of the employee. The total observation time for the school year must not be less than ninety minutes for such employees.

See also *Procedures for Observations and Evaluations* on page 92.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-070, filed 2/7/13, effective 3/10/13.]

392-191A-080 (Combined with 392-191A-160) | Conduct of the Comprehensive Evaluation

The conduct of the evaluation of classroom teachers and principals and assistant principals must include, at a minimum, the following:

(1) All eight teacher and principal criteria must contribute to the overall summative evaluation and must be completed at least once every four years.

(2) The evaluation cycle must include an assessment of the criteria using the instructional or leadership framework rubrics and the superintendent of public instruction's approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.

(3) The principal or his or her designee at the school to which the certificated employee is assigned must make observations and written comments pursuant to RCW 28A.405.100.

For details, see *Procedures for Observations and Evaluations* on page 92.

(4) The opportunity for the employee to attach written comments to his or her evaluation report.

(5) Criterion scores, including instructional or leadership and student growth rubrics, must be determined by an analysis of evidence.

(6) An overall summative score shall be derived by a calculation of all criterion scores and determining the final four-level rating based on the superintendent of public instruction's determined summative evaluation scoring band.

(7) Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the certificated classroom teacher's or principal or assistant principal's student growth impact rating.

(8) The student growth impact rating will be determined by the superintendent of public instruction's student impact rating scoring band.

(9) A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.

(10) Evaluators must analyze the student growth score in light of the overall summative score and determine outcomes.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-080, filed 2/7/13, effective 3/10/13.]

392-191A-090 (Combined with 392-191A-170) | Outcomes of the Student Growth Rating

The following outcomes of the student growth impact rating analysis will apply:

(1) Certificated classroom teachers and principals and assistant principals with preliminary rating of distinguished with low student growth rating will receive an overall proficient rating.

(2) Certificated classroom teachers and principals and assistant principals with low student growth ratings will engage, with their evaluator, in a student growth inquiry pursuant to WAC 392-191-010 focusing on the specific areas of weak student impact.

(3) Certificated classroom teachers and principals and assistant principals with a preliminary rating of distinguished with average or high student growth rating will receive an overall distinguished rating and will be formally recognized and/or rewarded.

(4) The evaluations of certificated classroom teachers and principals and assistant principals with a preliminary rating of unsatisfactory and high student growth rating will be reviewed by the evaluator's supervisor.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-090, filed 2/7/13, effective 3/10/13.]

392-191A-100 (Combined with 392-191A-180) | Conduct of a Student Growth Inquiry

Within two months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator:

- Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, school district and state-based tools and practices;

- Examine extenuating circumstances which may include one or more of the following: Goal setting process; content and expectations; student attendance; extent to which standards, curriculum and assessment are aligned;

- Schedule monthly conferences focused on improving student growth to include one or more of the following topics: Student growth goal revisions, refinement, and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation;

- Create and implement a professional development plan to address student growth areas.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-100, filed 2/7/13, effective 3/10/13.]

Focused Evaluation

28A.405.100 (12)(c)(i)

In the years when a comprehensive summative evaluation is not required, classroom teachers and principals who received a comprehensive summative evaluation performance rating of level 3 or above the previous school year are required to complete a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the criteria.

392-191A-110 | Frequency of Observations

If the evaluation of the certificated classroom teacher includes an assessment of a criterion that requires observation the following shall apply: School districts must observe all classroom teachers for the purposes of focused evaluation at least twice each school year in the performance of their assigned duties. School districts must observe all employees who are subject to a focused evaluation for a period of no less than sixty minutes during each school year.

See also *Procedures for Observations and Evaluations* on page 92.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-110, filed 2/7/13, effective 3/10/13.]

392-191A-120 (Combined with 392-191A-190) | Conduct of the Focused Evaluation
The conduct of the evaluation of classroom teachers *and* principals or assistant principals must include, at a minimum, the following:

(1) One of the eight criterion for certificated classroom teachers *and* principals or assistant principals must be assessed in every year that a comprehensive evaluation is not required.

(2) The selected criterion must be approved by the teacher's *or* principal's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.

(3) The evaluation must include an assessment of the criterion using the instructional *or* leadership framework rubrics and the superintendent of public instruction's approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.

(4) The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6 or 8 are selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5, or 7 is selected, evaluators will use criterion 3 or 6 student growth rubrics.

(4) The focused evaluation will include the student growth rubrics selected by the principal or assistant principal and approved by the principal's evaluator.

(5) A summative score is determined through the scoring of the instructional *or* leadership and student growth rubrics for the criterion selected.

28A.405.100 (12)(c)(iv)
A teacher or principal may be transferred from a focused evaluation to a comprehensive evaluation at the request of the teacher or principal, or at the direction of the teacher's or principal's evaluator.

28A.405.100 (12)(c)(v)
Due to the importance of instructional leadership and assuring rater agreement among evaluators, particularly those evaluating teacher performance, school districts are encouraged to conduct comprehensive summative evaluations of principal performance on an annual basis.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-120, filed 2/7/13, effective 3/10/13.]

Procedures for Observations and Evaluations

392-191A-130

The following procedures must be used in making evaluations:

(1) Following each observation, or series of observations, the principal or his or her designee must:

(a) Promptly document the results of the observation in writing; and

(b) Provide the employee with a copy of the written observation report within three days after such report is prepared.

(2) Each classroom teacher will have the opportunity for a minimum of two confidential conferences during each school year with his or her principal or principal's designee either:

(a) Following receipt of the written evaluation results; or

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(b) At a time mutually satisfactory to the participants.

(3) The purpose of each such conference will be to provide additional evidence by either the evaluator or certificated classroom teacher to aid in the assessment of the certificated classroom teacher's professional performance against the instructional framework rubrics.

(4) If other evaluators are used, additional procedures may be adopted pursuant to local policy.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-130, filed 2/7/13, effective 3/10/13.]

Performance Rating Descriptors

392-191A-140 (Combined with 392-191A-200)

(1) Unsatisfactory: Professional practice at Level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.

(2) Basic: Professional practice at Level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers or principals early in their careers but insufficient for more experienced teachers or principals. This level requires specific support.

(3) Proficient: Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school are strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.

(4) Distinguished: Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher or principal would need to have received a majority of distinguished ratings on the criterion scores. A teacher or principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-140, filed 2/7/13, effective 3/10/13.]

Certificated Support Personnel

392-191A-210 | Minimum Evaluation Criteria
The following are the minimum criteria for certificated support personnel:

(1) Knowledge and scholarship in special field. Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He or she demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

(2) Specialized skills. Each certificated support person demonstrates in his or her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

(3) Management of special and technical environment. Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

(4) The support person as a professional. Each certificated support person demonstrates awareness of his or her limitations and strengths and demonstrates continued professional growth.

(5) Involvement in assisting pupils, parents, and educational personnel. Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-210, filed 2/7/13, effective 3/10/13.]

392-191A-220 | Frequency of Evaluation
Each school year the frequency of evaluation must be as follows:

(1) All certificated support personnel must be observed for the purposes of evaluation at least twice in the performance of their assigned duties.

(2) New employees must be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of their employment period.

(3) An employee in the third year of provisional status must be observed at least three times in the performance of his or her duties and the total observation time for the school year must not be less than ninety minutes.

(4) Total observation time for each employee for each school year must be not less than sixty minutes: Provided, that after an employee has four years of satisfactory evaluations, a school district may use a short form evaluation pursuant to RCW 28A.405.100(11).

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-220, filed 2/7/13, effective 3/10/13.]

392-191A-230 | Procedures to be Used
The following procedures must be used in making evaluations:

(1) The procedures stipulated in RCW 28A.405.100 must be used by principals or their designees conducting evaluations of certificated support personnel.

(2) Following each observation, or series of observations, the principal or his or her designee must promptly document the results of the observation in writing, and must provide the employee with a copy thereof within three days after such report is prepared.

(3) Each certificated support personnel must have the opportunity for a minimum of two confidential conferences during each school year with his or her principal or principal's designee either following receipt of the written observation results, or at a time mutually satisfactory to the participants. The sole purpose of each such conference must be to provide additional information to aid the principal or his or her designee in evaluating the certificated support person (e.g., providing direction, assistance, guidance, encouragement to the employee).

(4) If other evaluators are used, additional procedures may be adopted pursuant to local policy.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-230, filed 2/7/13, effective 3/10/13.]

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Use of Evaluation Results

392-191A-240

Evaluation results will be used:

    (1) To acknowledge, recognize, and encourage excellence in professional performance.

    (2) To document the level of performance by an employee of his or her assigned duties.

    (3) To identify discrete areas according to the criteria included on the evaluation instrument in which the employee may need improvement.

    (4) To document performance by an employee judged unsatisfactory based on the district evaluation criteria.

    (5) Beginning with the 2015-16 school year, evaluation results for certificated classroom teachers and principals must be used as one of multiple factors in making human resource decisions.

[Statutory Authority: RCW 28A.405.100. 13-05-009, § 392-191A-240, filed 2/7/13, effective 3/10/13.]

28A.405.100 (4)(a) and (6)((h)

At any time after October 15th, an employee (defined in 28A.405.100 (3)(b) as "classroom teachers and certificated support personnel except where otherwise specified") whose work is not judged satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement. For classroom teachers *and* principals who have been transitioned to the revised evaluation system pursuant to the district implementation schedule adopted under subsection (7)(c) of this section, the following comprehensive summative evaluation performance ratings mean a teacher's or principal's work is not judged satisfactory:

- Level 1; or

- Level 2 if the classroom teacher is a continuing contract employee under RCW 28A.405.210 with more than five years of teacher experience or the principal has more than five years of experience in the principal role and if the level 2 comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.

(4)(b) During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district. A probationary period of sixty school days shall be established. Days may be added if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year. The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of less than level 2. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW 28A.405.300.

The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval.

During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The evaluator may authorize one

additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency. Should the evaluator not authorize such additional evaluator, the probationer may request that an additional certificated employee evaluator become part of the probationary process and this request must be implemented by including an additional experienced evaluator assigned by the educational service district in which the school district is located and selected from a list of evaluation specialists compiled by the educational service district.. Such additional certificated employee shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation.

If a procedural error occurs in the implementation of a program for improvement, the error does not invalidate the probationer's plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.

The probationer must be removed from probation if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her program for improvement.

A classroom teacher who has been transitioned to the revised evaluation system pursuant to the district implementation schedule adopted under subsection (7)(c) of this section must be removed from probation if he or she has demonstrated improvement that results in a new comprehensive summative evaluation performance rating of level 2 or above for a provisional employee or a continuing contract employee with five or fewer years of experience, or of level 3 or above for a continuing contract employee with more than five years of experience. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for finding of probable cause under RCW 28A.405.300 or 28A.405.210.

When a continuing contract employee with five or more years of experience receives a comprehensive summative evaluation performance rating below level 2 for two consecutive years, the school district shall, within ten days of the completion of the second summative comprehensive [comprehensive summative] evaluation or May 15th, whichever occurs first, implement the employee notification of discharge as provided in RCW28A.405.300

Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and program for improvement, the employee may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. In the case of a classroom teacher who has been transitioned to the revised evaluation system pursuant to the district implementation schedule adopted under subsection (7)(c) of this section, the teacher may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year immediately following the completion of a probationary period that does not result in the required comprehensive summative evaluation performance ratings specified in (b) of this subsection. This reassignment may not displace another employee nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term.

Appendix D: Sample Goals

Sample Goals

*This section includes a handful of sample goals for **Criteria 3, 5 and 8.** The samples listed are actual goals from real principals across the state. Goals found here are intended to spark discussions and not necessarily represent distinguished or model goals. Additional sample goals can be found at www.awsp.org/goalsetting.*

Criterion 3 Sample Goals

Sample 1: Puyallup SD (Elementary)

This sample includes a teacher goal to illustrate how goals within a school could be complementary and aligned between teachers and the principal.

Criterion 3.5 Goal (Principal):
Whole School—If we implement a reoccurring six-week goal cycle for reading and math at every grade level from Oct. 1-May 15, 2014—focusing on the biggest obstacle to success as identified by classroom formative assessments and STAR enter-prise—we will impact our student success in the core curriculum. This will result in:

- An increase from 50% to 85% achievement of the identified grade level goals.

- An increase from 42% of students achieving a 3 or greater on core curriculum unit tests to 80% of students meeting or exceeding standard on core curriculum unit tests.

- Closing the achievement gap through inter-secting growth as identified by our DIBELS data in comparison to national norms of typical growth.

Criterion 3.5 Goal (Teacher):
Grade-level Team—6-week goal

- 80% of first graders will move one benchmark level in DIBELS Nonsense Word Fluency
- Red to yellow
- Yellow to green
- Green to whole words read

By Dec. 17, 2013, we want to see a DIBELS standard increase as students mature and move a bench-mark level. Students will close the achievement gap through intersecting growth.

Sample 2: Enumclaw SD (Middle Level)

Criterion 3.1 and 3.2 Goal:
I will lead staff to systemically collect reliable data for the purpose of making decisions tied to the planning, implementation and intervention of instruction and development of school culture.

In August, teachers will use previous year's data to build data profiles on current students to identify group/individual needs. Data points to be used in individual/group discussions:

- Teacher instructional/student learning goal data
- Previous year MSP/grade data as well as mul-tiple year MSP longitudinal and cohort data
- PLC common formative assessment data cycles (required part of PLC agenda)
- Intervention data (which students, for what purpose, outcomes)
- Mid/trimester grades
- Discipline and attendance trends

Criterion 3.3 and 3.4 Goal:
Various forms of data (achievement, intervention, attendance, behavior) will become the norm for clarifying issues/problems and testing assumptions/outcomes tied to solutions. This is year 1 of a 3-5 year focus on "enculturating" the use of data for decision making at our school. Checkpoints during the year:

- Mid/trimester grade periods
- Common summative assessment points
- Mid-year inquiry cycle for comprehensive staff
- End-year inquiry cycle for all staff
- Mid-year review of frequency of data cycles in PLCs

Sample 3: Kennewick SD (High School)

Criterion 3.3 Goal:
What are the steps you will follow to lead your staff through the school improvement plan?
I will meet with staff during Wednesday early release planning time and release time I allocate for team leaders and building professional days. In September, I will establish the school improvement plan goal around math, with the input from each grade level team leader. In October, I will coordinate additional para-ed support and help with scheduling decisions with grade level teams to arrange differentiated support based on the MAP assessment needs from fall testing. From November to January, I will implement the additional personnel support and work with grade level teams to establish and track progress monitoring systems on math. In January, I will work with the grade levels and their team leaders to identify growth and progress for the first half of the school year and then adjust intervention curriculum and/or assessments for the second half of the school year. In March and April, I will work with grade levels and their identified students to provide support for spring testing.

Criterion 3.4 Goal:
How will you help staff reflect on the effectiveness of their instruction and make improvements when needed?
I will facilitate the changes in scheduling our math intervention time so all grades have access to additional staff support for the same amount of time each day. Training in the CCSS will result in changes in instruction and assessment. I will facilitate the revision of our scope and sequence for math incorporating the new math pacing guides and aid in development of new common assessments. I will facilitate the coordination of math intervention for our low-performing students. I will facilitate the addition of new curriculum for our advanced math students in 5th grade. I will use the TPEP components that address differentiating instruction to help teachers improve the delivery of their instruction to meet the needs of our various levels of academic need. Possible evidence to consider in the spring:

- Common assessment scores
- Record of trainings
- Literal notes from TPEP observations
- Team planning notes
- Data on overall implementation of structural and system changes, individual teacher implementation changes.

Sample 4: Everett PS (High School)

Criterion 3.5 Goal (English):
At least 75% of 10th grade students who identified as level 2 on the baseline writing assessment in September will increase to level 3, in a four-tiered assessment, on the summative writing assessment in February. *Proficient* growth will be obtained if 75% of the identified level 2 students on the baseline writing assessment in September increase to level 3, in a four-tiered assessment, on the summative writing assessment in February. *Distinguished* growth will be obtained if greater than 75% of the identified level 2 students on the baseline writing assessment in September increase to level 3, in a four-tiered assessment, on the summative writing assessment in February.

Criterion 5 Sample Goals

Sample 1: Puyallup SD (Elementary)

Criterion 5.5 Goal:

Focus: Third Grade Computational Fluency and Conceptual Understanding

Measure #1: September Math Screener (2nd Grade Expectations)

Targets:
- Third graders will improve their math computational fluency from 67% (63/94 students) meeting standard on the September math screener to 88% (83/94) meeting standard when this same assessment is administered in late April 2014.
- 100% of 3rd graders (31 students) scoring at level 1 or 2 on the September screener will increase by at least one proficiency level when this same assessment is administered in late April 2014. The average number of problems correct for this same group of students will increase from 7.5 correct in September to 12 correct in April.

Measure #2: Monthly Computational Fluency Assessment (3rd Grade Expectations)

Targets:
- Third graders will improve their math computational fluency from 56.2% meeting standard (54/96 students) on the October Math

Appendix D: Sample Goals

Computational Fluency Assessment to 83% meeting standard (80/96 students) on the May Computational Fluency Assessment.

- Of the 3rd graders scoring at level 1 or 2 on the October Computational Fluency Assessment, 80% will improve by at least one proficiency level on the May Computational Fluency Assessment.

- Third graders will increase the number of problems correct on the Monthly Computational Fluency Assessment from an average of 6.84 problems correct in October to 13 problems correct in May.

Sample 2: Everett PS (High School)

Criterion 5.5 Goal:

Focus: Special Ed. Math Teachers

A diagnostic baseline test was given to ELL students and Special Education students using Moby Math. All students tested below 5th grade level in national math standards. Teachers will monitor the formative assessments on Moby Math and will have in-class interventions or make referrals to academic support for specific skills for students who are not progressing. By May, assessments will indicate that *proficient* growth will show > 60% of students increase by two grade levels in pre-algebra skills. *Distinguished* growth will show > 90% of students increase by two grade levels in pre-algebra skills.

Criterion 8 Sample Goals

Sample 1: Puyallup SD (Elementary)

Criterion 8.3 Goal:
By June 2014, 50% of the K–4th grade students who are served by the LAP program will improve their reading fluency and comprehension as measured by DIBELS, demonstrated by moving from one instructional level to the next (e.g., from intensive to strategic or from strategic to benchmark). Progress will be measured by:

- DIBELS
- Read Naturally
- Read Well end-of-unit assessment fluency measures
- Journey fluency measures

Sample 2: Puyallup SD (Elementary)

Criterion 8.3 Goal:
By June 2014, the 2nd grade and 3rd grade LAP students will improve their ability to closely read and comprehend text by a year or more from their September 2013 baseline. Multiple forms of student reading comprehension data will be collected and monitored.

Sample 3: Everett PS (High School)

Criterion 8.3 Goal (English):
A baseline writing assessment will be administered to 10th grade students in September. Tenth grade students will be divided into four levels based on performance on this baseline assessment using the district 4x4 writing rubric. The level 2 students who are identified as free and/or reduced lunch students will be my sub-group. This sub-group will receive the normal daily instruction.

Moreover, the sub-group will get additional interventions as developed by the English department with my oversight. Progress monitoring will occur with:

- Baseline Expository Essay (on demand) in September;
- SpringBoard Unit 1, Embedded Assessment I (process paper) by December 6; and
- Persuasive Essay (on demand) on December 13.

Instruction will be adjusted based on the results.

The summative assessment:

- Expository Essay (on demand) on February 5- 7.

Proficient growth will be obtained if 75% of the identified level 2 free and/or reduced lunch students on the baseline writing assessment in September will increase to level 3, in a four-tiered assessment, on the summative writing assessment in February. *Distinguished* growth will be obtained if greater than 75% of the identified level 2 free and/or reduced lunch students on the baseline writing assessment in September will increase to level 3, in a four-tiered assessment, on the summative writing assessment in February.

Criterion 1 Rubric | Creating a Culture

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

"Leaders ask, 'What is essential, what needs to be done, and how can we get it done?" An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by 'creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities'" (Knapp, Copland, Talbert, 2003, p. 12, as quoted in Murphy, 2006).

Elements	Unsatisfactory	Basic	Proficient	Distinguished
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning	Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement	Vision and mission are developing; connections between school activities, behaviors and the vision are made explicit; vision and mission are shared and supported by stakeholders	Communicates a vision of ongoing improvement in teaching and learning such that staff and students perceive and agree upon what the school is working to achieve; encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized; regularly communicates a strong commitment to the mission and vision of the school and holds stakeholders accountable for implementation	Is proficient AND provides leadership and support such that shared vision and goals are at the forefront of attention for students and staff and at the center of their work; communicates mission, vision, and core values to community stakeholders such that the wider community knows, understands and supports the vision of the changing world in the 21st Century that schools are preparing children to enter and succeed
1.2 Engages in essential conversations for ongoing improvement	Avoids conversations; does not make time for conversations; is not available to staff, students, other stakeholders, does not communicate high expectations and high standards for staff and students regarding ongoing improvement	Communication moderately reflects issues with members of the school community; reinforces two-way communication with staff and students; barriers to improvement are identified and addressed; conversations are mostly data-driven for the purposes of assessing improvement with infrequent high expectations for students	Assumes responsibility for accurate communication and productive flow of ideas among staff, students and stakeholders: provides leadership such that the essential conversations take place and in ways that maintain trust, dignity, and ensure accountability of participants; creates and sustains productive two-way communication that includes staff members and students; regularly communicates high expectations and standards for staff and students regarding ongoing improvement	Is proficient AND establishes and promotes successful systems and methods for communication that extend beyond the school community; creates a productive feedback loop among stakeholders that keeps the dialogue ongoing and purposeful; methods are recognized and adopted for purposes beyond school; staff reports confidence in their ability to engage in essential conversations for ongoing improvement; consistently communicates high expectations and standards for staff and students regarding ongoing improvement

Appendix E: AWSP Leadership Framework Rubrics

Elements	Unsatisfactory	Basic	Proficient	Distinguished
1.3 Facilitates collaborative processes leading toward continuous improvement	Does not actively support or facilitate collaboration among staff; tolerates behaviors that impede collaboration among staff; fosters a climate of competition and supports unhealthy interactions among staff	Demonstrates some understanding of the value of collaboration and what it takes to support it (e.g., building trust); facilitates collaboration among staff for certain purposes; emerging consensus-building and negotiation skills	Actively models, supports, and facilitates collaborative processes among staff utilizing diversity of skills, perspectives and knowledge in the group; assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions; creates opportunities for staff to initiate collaborative processes across grade levels and subject areas that support ongoing improvement of teaching and learning	Is proficient AND successfully creates systems that build the capacity of stakeholders to collaborate across grade levels and subject areas; is recognized by school community and other stakeholders for leadership that results in a high degree of meaningful collaboration
1.4 Creates opportunities for shared leadership	Offers no model or opportunity for shared leadership (e.g., delegation, internship); makes decisions unilaterally	Offers opportunities for staff and students to be in leadership roles; engages processes for shared decision-making; uses strategies to develop the capacity for shared leadership (e.g., delegation, internship)	Provides continual opportunity and invitation for staff to develop leadership qualities; consistently engages processes that support high participation in decision-making; assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities	Is proficient AND proactively cultivates leadership qualities in others; builds a sense of efficacy and empowerment among staff and students that results in increased capacity to accomplish substantial outcomes; involves staff in leadership roles that foster career development; expands opportunities for community stakeholders to engage in shared leadership

Criterion 2 Rubric | Ensuring School Safety

Providing for school safety.

An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
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

Appendix E: AWSP Leadership Framework Rubrics

Criterion 3 Rubric | Planning with Data

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Data refers to any type of information. Information or data can be represented numerically. Data is also qualitative, the result from a relevant conversation with any stakeholder. Effective leaders rely on data to promote improvement in multiple aspects of school and across all eight of the criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
3.1 Recognizes and seeks out multiple data sources	Does not recognize multiple sources or quality of data or has a limited understanding of the power and meaning of data	Seeks multiple sources of data to guide decision making; emerging knowledge of what constitutes valid and reliable sources of data and data integrity	Systematically collects valid and reliable data from at least three sources to be used in problem solving and decision making; builds capacity of staff to recognize information as data by providing examples of using data throughout the building and in staff meetings; systematically gathers data on grades, attendance, behavior and other variables to inform efforts	Is proficient AND explores and uses a wide variety of monitoring and data collection strategies; responds to an identified need for timely data by putting new data collection processes in place to collect reliable and valid data
3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts	Reviews and shares limited school-level data only as required; interpretation of data may be incorrect or incomplete; misuses data	Uses numerous data analysis methods and eager to broaden knowledge of data analysis and interpretation; uses school-level data to inform improvement across eight criteria	Analysis includes multiple years of data, including state, district, school and formal and informal classroom assessments; interprets available data to make informed decisions about strengths and areas of need; provides teacher teams with previous year's data and asks them to assess students' current needs	Is proficient AND consistently leads in data interpretation, analysis, and communication; links multiple years of student data to teachers and builds capacity of staff to understand and use their data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with staff

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Criterion 3 Rubric | Planning with Data *(Continued)*

Elements	Unsatisfactory	Basic	Proficient	Distinguished
3.3 Implements data driven plan for improved teaching and learning	Plan is limited, not data driven and/or not aligned with the needs of the school; little stakeholder involvement and commitment	Plan is monitored, evaluated and revised resulting in data driven changes; works to build stakeholder involvement and commitment; models data-driven conversations in support of plan	Provides leadership such that plan is clearly articulated and includes action steps and progress monitoring strategies, and strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan; data insights are regularly the subject of faculty meetings and professional development sessions	Is proficient AND creates a school culture of using data for decisions and continuous improvement in aspects of school life; orchestrates high-quality, low-stakes action planning meetings after each round of assessments; data driven plan specifically documents examples of decisions made on the basis of data analysis and results are documented to inform future decisions; provides assistance or coaching to other school administrators to improve their data driven plan and analysis
3.4 Assists staff to use data to guide, modify and improve classroom teaching and student learning	Does not assist staff to use data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate	Occasionally assists staff to use multiple types of data to reflect on teaching to determine whether re-teaching, practice or moving forward is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student achievement	Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student achievement	Is proficient AND demonstrates leadership by routinely and consistently leading teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level
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

*Student Growth Rubric Rows: Student growth rubric rows are designed to focus on actual student growth, rather than principal actions. Element 3.5 is intended to analyze the growth of all or most of the students in the school. Element 5.5 is designed to analyze the growth of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.

Appendix E: AWSP Leadership Framework Rubrics

Criterion 4 Rubric | Aligning Curriculum

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

An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practices, and best instructional practices align with assessment practices.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
4.1 Assists staff in aligning curriculum 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	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, schoolwide 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

Criterion 4 Rubric | Aligning Curriculum *(Continued)*

Elements	Unsatisfactory	Basic	Proficient	Distinguished
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 standards and 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 understands the alignment of assessment to teaching as foundational to the improvement of teaching and learning

Appendix E: AWSP Leadership Framework Rubrics

Criterion 5 Rubric | Improving Instruction

Monitoring, assisting, and evaluating effective instruction and assessment practices.

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effectiveness in teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; and works tirelessly to support staff in doing their best work.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
5.1 Monitors instruction and assessment practices	Does not adequately monitor instruction and assessment practices of staff; untimely and irregular evaluations; provides insufficient feedback to staff regarding instruction and assessment practices; feedback given is ineffective in improving instruction and assessment practices	Monitors instruction and assessment to meet the minimum frequency and procedural requirements; feedback given to staff regarding instruction and assessment is generic and inconsistently effective in improving instruction and assessment practices	Develops and uses observable systems and routines for regularly monitoring instruction and assessment; uses data consistently to provide staff meaningful, personal feedback that is effective for improving instruction and assessment practices	Is proficient AND consistently demonstrates leadership in the practice of monitoring effective instruction and assessment practices; develops exemplary systems and routines for effective observation of staff; shares systems and routines with colleagues and stakeholders; regularly monitors, reflects on and develops or adjusts systems as needed to improve assessment practices
5.2 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness	Does not meet with staff to develop, review and modify student growth plans; student growth plans do not meet minimum requirements; does not assist staff in the identification of performance indicators or performance indicators are not sufficient	Meets minimum teachers' contract requirements to develop, review and modify student growth plans (individual or group plans) based on identified areas of need; assists identification of performance indicators to monitor and benchmark progress	Meets with staff regularly to develop, review and modify student growth plans (individual or group plans); assists with identification of performance indicators to benchmark progress; research-based planning and performance-linked goal setting strategies are used, allowing timely feedback to make mid-course corrections and improve teacher practice	Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with staff to reflect on student growth plans and progress
5.3 Assists staff in implementing effective instruction and assessment practices	Does not fully support staff in their efforts to improve teaching and assessment; does not have knowledge or understanding of best instruction and assessment practices; does not make assisting staff in improved teaching and assessment a priority	Facilitates staff in the implementation of effective instruction and assessment practices; emerging knowledge of applied learning theories to create a personalized and motivated learning environment	Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment; devotes time and effort to the improvement of instruction and assessment; assists staff to use the most effective and appropriate technologies to support teaching and learning	Is proficient AND serves as a driving force to build capacity for staff to initiate and implement improved instruction and assessment practices; encourages staff to conduct action research; seeks ways to extend influence of knowledge and contribute to the application of effective instruction and assessment practices

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Criterion 5 Rubric | Improving Instruction *(Continued)*

Elements	Unsatisfactory	Basic	Proficient	Distinguished
5.4 Evaluates staff in effective instruction and assessment practices	Evaluations lack strong evidence yielding potentially unreliable staff evaluations; makes claims about staff performance that lack evidence; does not establish systems or routines that support improved instruction and assessment practices; little to no understanding of student diversity and its meaning in instruction and assessment	Regularly and systematically evaluates all staff yielding valid and reliable results; recommendations lead staff to some improvement in instruction and assessment practices; developing understanding of student diversity (culture, ability, etc.) and its meaning in instruction and assessment	Evaluates staff reliably and validly; provides data evidence to support claims; recommendations are effective and lead to consistently improved instruction and assessment practices; demonstrating knowledge of student diversity (culture, ability, etc.) and its meaning in instruction and assessment	Is proficient AND consistently demonstrates leadership in the practice of thoroughly, reliably and validly evaluating staff in such a way that continuous improvement in instruction and assessment becomes the professional standard; provides detailed, formative assessment with exemplary feedback that leads to improvement; builds capacity in staff to accurately and validly assess self and others, promoting a culture of continual improvement due to ongoing evaluation of effective instruction and assessment practices
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

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Appendix E: AWSP Leadership Framework Rubrics

Criterion 6 Rubric | Managing Resources

Managing both staff and fiscal resources to support student achievement and legal responsibilities.

An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
6.1 Managing human resources (assignment, hiring)	Does not adequately address issues in hiring and placement of staff for the benefit of students in classrooms; does not put student needs at the forefront of human resource decisions; does not make an effort to ensure quality personnel in each position	Places the needs of students at the center of some human resource decisions with moderate effect; possesses some skills and knowledge required to recruit and hire highly qualified individuals in school positions	Places students' needs at the center of human resource decisions and decisions regarding hiring and placement of staff; conducts a rigorous hiring process when choosing staff; focuses energy on ensuring productivity through staff placement	Is proficient AND optimizes the school's human resources and assets of staff members to maximize opportunities for student growth; is distinguished in management of human resources and is called upon to share those successful processes outside of school; efforts produce a positive work environment that attracts outstanding talent; continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population
6.2 Managing human resources (ongoing professional development)	Staff receives inadequate opportunities for professional development to meet students' and staffs' needs; professional development offered is not of sufficient quality to be effective	Professional development plan somewhat aligns to organization's vision and plan; professional development is partly effective in leading to minor improvements in staff practice; little or no documentation of effectiveness of past professional development offerings and teacher outcomes	Professional development plan has three to four areas of emphasis, job embedded, ongoing and linked to the organization's vision and plan; systematic evaluation of the effectiveness of past professional development offerings and outcomes; creates and supports informal professional development (i.e., professional learning communities); offers professional development that meets teachers' needs and has elements of high-quality professional development (sufficient duration, content, etc.)	Is proficient AND has adopted research-based strategies for evaluating the effectiveness of professional development documenting growth in teacher knowledge to student outcomes; can identify specific professional development offerings of prior years that were systematically reviewed and either eliminated or modified to support organizational goals

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Criterion 6 Rubric | Managing Resources *(Continued)*

Elements	Unsatisfactory	Basic	Proficient	Distinguished
6.3 Managing fiscal resources	Does not make fiscal decisions that maximize resources in support of improved teaching and learning; provides little or no evidence of lists of milestones or deadlines in managing time or fiscal resources; does not work with teachers to establish goals for student achievement linked to individual teacher professional development	Fiscal decisions occasionally support some aspects of improved teaching and learning; projects are managed using milestones and deadlines but not updated frequently; does not always meet project deadlines and impact not frequently documented	Engages others in dialogue on budget decisions based on data, School Improvement Plan, and district priorities that support learning; makes fiscal decisions that maximize resources and supports improved teaching and learning; uses defined process to track expenditures; frequently monitors data, documents and evaluates results; uses findings to improve fiscal decisions; documented history reveals ability to manage complex projects and meet deadlines within budget; regularly works with teachers to establish goals for student achievement linked to individual teachers' professional development	Is proficient AND demonstrates leadership in the design and successful enactment of uniquely creative approaches that regularly save time and money; results indicate that strategically redirected resources have positive impact in achieving priorities; guides decision-making such that efficacy grows among stakeholders for arriving at fiscal decisions for improvement of teaching and learning; augments resources by writing successful state and/or federal grants; seeks numerous external funding sources; consistently works with teachers to establish goals for student achievement linked to individual teachers' professional development
6.4 Fulfilling legal responsibilities	Fails to demonstrate adequate knowledge of legal responsibilities; exhibits behaviors and policies that conflict with the law; tolerates behavior from self or staff that conflicts with the law	Demonstrates basic knowledge and understanding of legal responsibilities; makes resource management decisions consistent with that knowledge; does not entertain behaviors and policies that conflict with the law	Demonstrates a deep and thorough knowledge and understanding of the law and its intent; makes resource management decisions consistent with that knowledge ; operates with deep and thorough knowledge and understanding of district policies and collective bargaining agreements; consistently holds self and staff to legal standards	Is proficient AND consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal responsibilities; creates a culture of shared legal responsibility among students and staff; involves stakeholders in the creation of a school culture that thrives upon and benefits from addressing legal responsibilities

Appendix E: AWSP Leadership Framework Rubrics

Criterion 7 Rubric | Engaging Communities

Partnering with the school community to promote student learning.

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as its own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is ongoing work that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
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

Criterion 8 Rubric | Closing the Gap

Demonstrating commitment to closing the achievement gap.

Closing the gap refers to improving achievement for groups of students that share an historical disadvantage as well as the achievement of individual students who are not realizing learning potential. Evidence used to support student improvement comes from multiple opportunities for gathering information about achievement: standardized tests and other assessments that are school-directed; assessments that are teacher designed and embedded into instruction; portfolio and performance-based project assessments.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
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 have played a role in perpetuating gaps; attributes gaps to factors outside of the school's focus 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	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; attempts to target efforts toward closing achievement gaps; uses 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
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 improves 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 a consistent record of improved student achievement, on multiple indicators, with identified subgroups of students

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