



Administrator 4-Tier Performance Evaluation

Employee Name:	<input type="checkbox"/> Principal	<input type="checkbox"/> Assistant Principal	School Year: 2021-22
School:	Focused <input type="checkbox"/>		Comprehensive <input type="checkbox"/>
Date(s):			

Criterion 1 | Creating a Culture | Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

- 1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning
- 1.2 Engages in essential conversations for ongoing improvement of the school
- 1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning
- 1.4 Promotes and distributes leadership
- 1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner

Quantitative Evidence of Impact:

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Qualitative Evidence of Impact:

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Comments:

Next Steps

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

- 2.1 Provides for physical safety
- 2.2 Provides for social, emotional, and intellectual safety
- 2.3 Creates and protects identity safety

Quantitative Evidence of Impact:

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Qualitative Evidence of Impact:

•

Comments:

Next Steps

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

- 3.1 Recognizes and seeks out multiple data sources
- 3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts
- 3.3 Creates data-driven plans for improved teaching and learning
- 3.4 Implements data-informed improvement plans
- 3.5 Provides evidence of student growth that results from the school improvement planning process*

Quantitative Evidence of Impact:

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Qualitative Evidence of Impact:

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Comments:

Next Steps

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Student Growth Goal (3.5)

GOAL	RESULTS

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

- 4.1 Assists staff in aligning curriculum to state and local learning goals
- 4.2 Assists staff in aligning instructional practices to state standards and district learning goals
- 4.3 Assists staff in aligning assessment practices to state standards and district learning goals

Quantitative Evidence of Impact:

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Qualitative Evidence of Impact:

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Comments:
Next Steps
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Criterion 5 Improving Instruction: Monitor, assist, and evaluate staff implementation of the school improvement plan, effective instruction, and assessment practices. 5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practices 5.2 Uses adopted instructional framework to evaluate instruction and assessment 5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness 5.4 Provides evidence of student growth of selected teachers*	
Quantitative Evidence of Impact: •	Qualitative Evidence of Impact: •
Comments:	
Next Steps	
•	

Student Growth Goal (5.4)	
GOAL	RESULTS

Criterion 6 Managing Resources: Manage human and fiscal resources to accomplish student achievement goals. 6.1 Managing self 6.2 Recruiting and hiring 6.3 Assigning staff

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6.4 Managing fiscal resources	
Quantitative Evidence of Impact: •	Qualitative Evidence of Impact: •
Comments:	
Next Steps	
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Criterion 7 Engaging Communities: Communicate and partner with school community members to promote student learning. 7.1 Partners with families to promote student learning 7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved 7.3 Engages with communities to promote learning [See also Criterion 6 – Managing Resources]	
Quantitative Evidence of Impact: •	Qualitative Evidence of Impact: •
Comments:	
Next Steps	
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Criterion 8 Closing the Gap: Demonstrate a commitment to closing the achievement gap. 8.1 Assesses data and identifies barriers 8.2 Creates plans to dismantle barriers and increase achievement 8.3 Implements and monitors plans to shrink achievement gaps 8.4 Provides evidence of growth in student learning*	
Quantitative Evidence of Impact: •	Qualitative Evidence of Impact: •



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Comments:

Next Steps

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Student Growth Goal (8.4)

GOAL	RESULTS

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Summative Evaluation

Component Rating

Rate each component using the component elements described in the AWSP 3.0 Framework as guidance. Although elements are intended to provide a more specific analysis of the component, they are not intended to be rated separately, but rather considered in the holistic rating of the component.

Criterion 1 Creating a Culture Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.	U	B	P	D
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning				
1.2 Engages in essential conversations for ongoing improvement of the school				
1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning				
1.4 Promotes and distributes leadership				
1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner				
Criterion 2 Ensuring School Safety: Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.	U	B	P	D
2.1 Provides for physical safety				
2.2 Provides for social, emotional, and intellectual safety				
2.3 Creates and protects identity safety				
Criterion 3 Planning with Data: Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.	U	B	P	D
3.1 Recognizes and seeks out multiple data sources				
3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts				
3.3 Creates data-driven plans for improved teaching and learning				
3.4 Implements data-informed improvement plans				
3.5 Provides evidence of student growth that results from the school improvement planning process*				
Criterion 4 Aligning Curriculum: Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.	U	B	P	D
4.1 Assists staff in aligning curriculum to state and local learning goals				

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4.2 Assists staff in aligning instructional practices to state standards and district learning goals				
4.3 Assists staff in aligning assessment practices to state standards and district learning goals				
Criterion 5 Improving Instruction: Monitor, assist, and evaluate staff implementation of the school improvement plan, effective instruction, and assessment practices.	U	B	P	D
5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practices				
5.2 Uses adopted instructional framework to evaluate instruction and assessment				
5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness				
5.4 Provides evidence of student growth of selected teachers*				
Criterion 6 Managing Resources: Manage human and fiscal resources to accomplish student achievement goals.	U	B	P	D
6.1 Managing self				
6.2 Recruiting and hiring				
6.3 Assigning staff				
6.4 Managing fiscal resources				
Criterion 7 Engaging Communities: Communicate and partner with school community members to promote student learning.	U	B	P	D
7.1 Partners with families to promote student learning				
7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved				
7.3 Engages with communities to promote learning				
Criterion 8 Closing the Gap: Demonstrate a commitment to closing the achievement gap.	U	B	P	D
8.1 Assesses data and identifies barriers				
8.2 Creates plans to dismantle barriers and increase achievement				
8.3 Implements and monitors plans to shrink achievement gaps				
8.4 Provides evidence of growth in student learning*				

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Summative Criterion Rating

Determining the summative numerical rating for each criterion below should be a holistic analysis of the component ratings (above) and the impact of the evidence provided for the evaluation period. The rubric for each component in the AWSP 3.0 Framework should be used as guidance, keeping in mind that leadership is nuanced and complex and should be contextualized within the unique opportunities, challenges, and goals of the school community.

Criterion	Rating (1-4)
1. Creating a Culture	
2. Ensuring School Safety	
3. Planning with Data	
4. Aligning Curriculum	
5. Improving Instruction	
6. Managing Resources	
7. Engaging Communities	
8. Closing the Gap	
Preliminary Summative Rating	

Preliminary Rating	Rating Category
8-14	Unsatisfactory
15-21	Basic
22-28	Proficient
29-32	Distinguished

Student Growth Rating

Student Growth	Rating (1-4)
Component 3.5	
Component 5.4	
Component 8.4	
TOTAL	

Student Growth Bands
3-5 Low
6-9 Average
10-12 High

*A student growth rating of “1” in any of the student growth elements results in a LOW student growth rating.



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It is my judgment based upon adopted criteria that during the evaluation period covered in this report, this employee's overall performance has been:	
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished	
This employee is placed on the following summative evaluation form for next school year: Focused <input type="checkbox"/> Comprehensive <input type="checkbox"/>	
Supervisor Signature:	Date:
My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.	
Employee Signature:	Date:
Optional Employee Comments: Click here to enter text.	