

Principal Evaluation Process Edmonds School District

We believe:

- *Equal and active participation in this process by administrator and supervisor is optimal.*
- *Professional conversations create opportunities for shared understanding.*
- *Self-assessment and reflection enhance professional growth.*
- *Conversations should be open, honest, and transparent. There should be no surprises in the process.*

Comprehensive Evaluations	Focused Evaluations
<p>1. Beginning of the Year Conversation to include:</p> <ul style="list-style-type: none"> • Discussion and refinement of Student Growth Goals including connection to building SIP. • Agreement on the evidence/multiple measures to collected to show growth with SGG. • Determine focus area(s) within the AWSP 8. <p>Mid-year Conversation on progress to include:</p> <ul style="list-style-type: none"> • Sharing progress toward SGG including specific evidence collected to this point. • Discussion of progress related to AWSP framework • Complete/review SIP Reflect/Revise form <p>Final Evaluation to include:</p> <ul style="list-style-type: none"> • Principal shares progress toward SGG with evidence/multiple measures (ideal to provide this in advance of meeting to supervisor). • Review final evaluation (completed on district form) and AWSP Criteria scoring. • Reflections on year and planning for next. • Complete/review SIP Reflect/Revise form <p>Formative Feedback:</p> <ul style="list-style-type: none"> • Following BOY and MY conversations (feedback on goals sheet, rubric-focused could be provided) • As needed related to areas of excellence or growth (written, specific feedback to be provided in addition to conversation between administrator and supervisor in cases of areas of growth). 	<p>1. Beginning of the Year Conversation to include:</p> <ul style="list-style-type: none"> • Collaboratively determine focus AWSP criterion and Student Growth Rubric (SG 3, 5 or 8) to be used for evaluation. • Discussion and refinement of Student Growth Goals including connection to building SIP. • Agreement on the evidence/multiple measures to collected to show growth with SGG. <p>1. Mid-year Conversation on progress to include:</p> <ul style="list-style-type: none"> • Sharing progress toward SGG including specific evidence collected to this point. • Discussion of progress related to focus criterion. • Complete/review SIP Reflect/Revise form <p>3. Final Evaluation to include:</p> <ul style="list-style-type: none"> • Principal shares progress toward SGG with evidence/multiple measures (ideal to provide this in advance of meeting to supervisor). • Review final evaluation (completed on district form and AWSP Criterion scoring (supervisor may choose to provide feedback on all AWSP criteria—only focus criterion will be scored on report)). • Reflections on year and planning for next year. • Complete/review SIP Reflect/Revise form <p>Formative Feedback:</p> <ul style="list-style-type: none"> • Following BOY and MY conversations (feedback on goals sheet, rubric-focused could be provided) • As needed related to areas of excellence or growth (written, specific feedback to be provided in addition to conversation between administrator and supervisor in cases of areas of growth).
<p>Student Growth Goals should be captured on the appropriate form and submitted to the supervisor by November 15. This is to allow alignment with building teachers' student growth goals (which are due by October 31) where appropriate. Administrators should be prepared to discuss concepts and a draft of their student growth goals at their Beginning of the Year Conversation. Follow up conversations may be necessary to complete the SGG setting process.</p>	