

# PSD Evaluation

## Central Management Team - Dean of Students Evaluation

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### Employee information:

Employee #

Employee Name

### Evaluator information:

Evaluator Name

### Evaluation information:

School Year

Location

Additional Location (optional)

### Additional Information:

- The general evaluative criteria are not equally weighted, overall ratings may be negatively impacted by performance that is below criteria in a single area if key aspects of work for the particular position are adversely affected.

## Criterion 2: Ensuring School Safety (from AWSP Leadership Framework)

Lead the development and annual update of a comprehensive safe school that plans for physical, social emotional, intellectual and identity safety.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
<b>2.1:</b> Provides for physical safety.	Fails to establish or enforce basic safety protocols. <input type="checkbox"/>	Maintains minimum safety standards but lacks proactive planning. <input type="checkbox"/>	Develops and consistently implements thorough physical safety measures. <input type="checkbox"/>	Innovatively leads and improves physical safety planning with stakeholder input. <input type="checkbox"/>
<b>2.2:</b> Provides for social, emotional and intellectual safety.	Ignores students' social and emotional needs, offering little support. <input type="checkbox"/>	Attempts support systems with limited consistency or results. <input type="checkbox"/>	Leads development of systems that promote student well-being and intellectual safety. <input type="checkbox"/>	Embeds a whole-school approach ensuring comprehensive support and responsive programs. <input type="checkbox"/>
<b>2.3:</b> Creates and protects identity safety.	Fails to recognize or protect diverse identities in school policies and culture. <input type="checkbox"/>	Acknowledges identity issues without sustained efforts. <input type="checkbox"/>	Promotes inclusive practices that respect diverse identities. <input type="checkbox"/>	Proactively transforms culture to celebrate and safeguard all identities, even under resistance. <input type="checkbox"/>
<b>Criterion 2: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, Evidence, Artifacts **(REQUIRED)**

### Criterion 3: Planning with Data (from AWSP Leadership Framework)

Leads the development, implementation and evaluation of the data-driven plan for improvement of student achievement.

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
<b>3.1:</b> Recognizes and seeks out multiple data sources.	Rarely uses data or relies on anecdotal evidence. <input type="checkbox"/>	Uses limited or isolated sources without a systematic approach. <input type="checkbox"/>	Identifies and utilizes multiple sources of student data. <input type="checkbox"/>	Champions a data culture with stakeholder collaboration and continuous discovery. <input type="checkbox"/>
<b>3.2:</b> Analyzes and interprets multiple data sources to inform school-level improvement efforts.	Lacks ability or effort to interpret data meaningfully. <input type="checkbox"/>	Attempts analysis with surface-level interpretations. <input type="checkbox"/>	Draws actionable insights to inform school improvement. <input type="checkbox"/>	Drives complex analysis and guides others in applying findings effectively. <input type="checkbox"/>
<b>3.3:</b> Creates data driven plans for improved teaching and learning.	Planning ignores or misuses available data. <input type="checkbox"/>	Creates basic plans that mention data but lack alignment. <input type="checkbox"/>	Develops focused improvement plans grounded in robust data. <input type="checkbox"/>	Crafts strategic and innovative plans with clear metrics and community alignment. <input type="checkbox"/>
<b>3.4:</b> Implements data-informed improvement plans.	Fails to implement improvement plans or plans stall quickly. <input type="checkbox"/>	Launches plans without follow-through or adequate support. <input type="checkbox"/>	Implements plans effectively with measurable outcomes. <input type="checkbox"/>	Mobilizes staff with ongoing adjustments based on feedback and results. <input type="checkbox"/>
<b>3.5:</b> Provides evidence of student growth that results from the school improvement planning process.*	No documented growth or awareness of improvement. <input type="checkbox"/>	Shows anecdotal or minor gains with unclear ties to planning. <input type="checkbox"/>	Demonstrates clear student growth aligned with planning efforts. <input type="checkbox"/>	Provides compelling data of sustained student achievement and narrowed gaps. <input type="checkbox"/>
<b>Criterion 3: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, Evidence, Artifacts **(REQUIRED)**

### Criterion 7: Engaging Communities (from AWSP Leadership Framework)

Communicates and partners with school community members, particularly those that have been underserved, to promote student learning.

Criterion 7	Unsatisfactory	Basic	Proficient	Distinguished
<b>7.1:</b> Partners with families to promote student learning.	Fails to communicate regularly or build relationships with families.  <input type="checkbox"/>	Maintains basic contact without consistent collaboration.  <input type="checkbox"/>	Builds trust through regular, two-way communication and involvement.  <input type="checkbox"/>	Strategically engages families as co-educators and decision-makers.  <input type="checkbox"/>
<b>7.2:</b> Incorporates strategies that engage all families, particularly those that historically have been underserved.	Ignores engagement barriers or fails to reach underserved groups.  <input type="checkbox"/>	Attempts inclusive strategies but lacks depth or outreach.  <input type="checkbox"/>	Engages underserved families with tailored approaches.  <input type="checkbox"/>	Leads equity-driven engagement plans with sustained outreach and trust.  <input type="checkbox"/>
<b>7.3:</b> Engages with communities to promote learning.	Disconnected from community organizations or resources.  <input type="checkbox"/>	Initiates isolated interactions with few partners.  <input type="checkbox"/>	Collaborates with community partners to support learning.  <input type="checkbox"/>	Cultivates deep, reciprocal relationships to empower communities as school partners.  <input type="checkbox"/>
<b>Criterion 7: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, Evidence, Artifacts **(REQUIRED)**

## Criterion 8: Closing the Gap (from AWSP Leadership Framework)

Demonstrates a commitment to closing the opportunity and achievement gap.

Criterion 8	Unsatisfactory	Basic	Proficient	Distinguished
<b>8.1:</b> Assesses data and identifies barriers.	Does not recognize equity gaps or lacks relevant data. <input type="checkbox"/>	Begins to explore gaps with general data. <input type="checkbox"/>	Uses disaggregated data to identify barriers for underserved groups. <input type="checkbox"/>	Engages staff and families in equity audits that reveal systemic obstacles. <input type="checkbox"/>
<b>8.2:</b> Creates plans to dismantle barriers and increase achievements.	No actionable plan to improve equity. <input type="checkbox"/>	Develops generic plans lacking urgency or measurable goals. <input type="checkbox"/>	Designs focused plans to improve equity and outcomes. <input type="checkbox"/>	Leads transformative initiatives with inclusive planning and strong accountability. <input type="checkbox"/>
<b>8.3:</b> Implements and monitors plans to shrink achievement gaps.	Plans are created but not enacted or tracked. <input type="checkbox"/>	Plans launch but are not reviewed for progress. <input type="checkbox"/>	Monitors equity efforts with mid-course corrections. <input type="checkbox"/>	Institutionalizes gap-closing work with transparent systems and regular updates. <input type="checkbox"/>
<b>8.4:</b> Provides evidence of growth in student learning.	No evidence or awareness of equity progress. <input type="checkbox"/>	Minor indicators of improvement with unclear impact. <input type="checkbox"/>	Documents growth among historically underserved groups. <input type="checkbox"/>	Presents compelling data showing reduced opportunity and achievement gaps. <input type="checkbox"/>
<b>Criterion 8: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, Evidence, Artifacts **(REQUIRED)**

## Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 2: Ensuring School Safety (from AWSP Leadership Framework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Planning with Data (from AWSP Leadership Framework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 7: Engaging Communities (from AWSP Leadership Framework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 8: Closing the Gap (from AWSP Leadership Framework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Evaluation Score</b>				
	Score Range: 4 to 5	Score Range: 6 to 9	Score Range: 10 to 13	Score Range: 14 to 16

## Student Growth Score (Projected based on Self-Assessment)

<b>Student Growth 3.5:</b> Provides evidence of student growth that results from the school improvement planning process.					
Growth Goal:					
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Evidence & Reflection:					
<div style="border: 1px solid black; height: 80px;"></div>					
<b>Student Growth 3.5: Score</b>	Please, select value <input type="text" value="Please, select value"/>				
<b>Student Growth 8.4:</b> Provides evidence for growth in student learning.					
Growth Goal:					
<div style="border: 1px solid black; height: 80px;"></div>					
Evidence & Reflection:					
<div style="border: 1px solid black; height: 80px;"></div>					
<b>Student Growth 8.4: Score</b>	Please, select value <input type="text" value="Please, select value"/>				
<b>Overall SG Score:</b>	<table border="1" style="width: 100%;"> <tr> <td>Score</td> <td><input type="text"/></td> <td>Rating</td> <td><input type="text"/></td> </tr> </table>	Score	<input type="text"/>	Rating	<input type="text"/>
Score	<input type="text"/>	Rating	<input type="text"/>		

This evaluation has been reviewed with employee.

Date reviewed with employee

Signatures:

Evaluator Signature

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Not signed yet

Employee Signature

A large, empty rectangular box with a black border, intended for the employee's signature.

Not signed yet