

School District of Liberty County

School Administrator Evaluation System



School Administrator Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective May 2023.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

The Liberty County School District is committed to the continuous improvement and growth of our leaders. With this in mind, the Liberty County School District School Administrator Evaluation System's focus is on leadership attributes that improve student outcomes and supports targeted professional learning that significantly impacts teaching, learning, school culture, and development of leadership skills. The evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivan Robinson, Dr. Robert Marzano and other research findings which, done correctly, have a positive probability of improving student learning and staff development. The evaluation system allows administrators to reflect on current proficiencies and growth opportunities. Feedback is provided from the evaluator and other stakeholders to target specific areas that need improvement.

The evaluation system is based upon each of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education, and results in an annual summative evaluation which assigns one of the four performance levels: Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

The Liberty County School District School Administrator Evaluation System consists of six (6) steps. They are as follows:

1. **Orientation:** The evaluation process for administrators begins each year with an annual orientation and update of the evaluation system. This update will be conducted each summer usually in the month of July and is attended by all school administrators.
2. **Initial Meeting:** The school administrator will complete a self-evaluation and schedule an initial meeting with their supervisor. The supervisor will add their initial evaluation to the self-evaluation document and together they will arrive at a consensus evaluation. During this initial meeting the administrator and supervisor will decide on at least two indicators which the administrator will focus on during the upcoming school year.
3. **Monitoring, Data Collection, and Application to Practice:** Evidence is gathered by the school administrator and their supervisor that provides insights on the leader's proficiency on the agreed upon indicators.
4. **Mid-year Progress Review:** At a mid-year point, usually January, a progress review is conducted. Priority growth needs are reviewed that were identified in Step 2 Initial Meeting. Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated. Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted. Data Collection and Feedback Protocol Forms and Evaluation Rubrics (Appendices G-J) may be used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.
5. **Prepare a consolidated performance assessment:** The summative evaluation form, Annual Instructional Leadership Performance Evaluation Form, (Appendix E) is prepared by the evaluator and a performance rating assigned.
 - Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
 - Review evidence on leader's proficiency on indicators.

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- Use accumulated evidence and rating on indicators to rate each proficiency area.
 - Consolidate the ratings on proficiency areas into domain ratings.
 - Consolidate Domain ratings, using FSLA weights, to calculate an FSLA score.
6. **Final Evaluation Meeting:** The final evaluation meeting addresses the Instructional Leadership score, the Teacher Survey score and Student Growth Measures. The summative evaluation form is prepared by the evaluator and a performance rating assigned. During the final meeting the evaluator reviews evidence on school administrator's proficiency on indicators and explains the Instructional Leadership score. All relevant and appropriate evidence by any party entitled to provide input into the evaluation will be considered. If the Student Growth Measure score is known, inform the leader how the Instructional Leadership score, the Teacher Survey Score and Student Growth Measure score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory. If Student Growth Measure score is not known, inform the leader of possible performance levels based on known scores. If recognitions or employment consequences are possible based on performance level, inform the leader of district process moving forward. Review priority growth issues that should be considered next year.

Part II: Evaluation System Requirements

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

- The district provides training programs and has processes that ensure:
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

- The district's system ensures all school administrators are evaluated at least once a year.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:

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- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- The evaluator must discuss the written evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.
- The district school superintendent shall annually notify the Department of Education of any school administrators who:
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

- Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	Start of the School Year & Ongoing	Monthly School Administrator Meetings & Periodic In-service Trainings
Principals	Start of the School Year & Ongoing	Monthly School Administrator Meetings & Periodic In-service Trainings

- Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FELS adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FELS is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Continuously throughout the school year	Evaluators collect anecdotal and quantitative data on administrator and student performance throughout the school year through site visits, on-the-job observations, and data report analysis.
Principals	Continuously throughout the school year	Evaluators collect anecdotal and quantitative data on administrator and student performance throughout the school year through site visits, on-the-job observations, and data report analysis.

- Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	Final Evaluation: End of second semester (May/June)	Within 10 days of the observation
Principals	1	Final Evaluation: End of second semester (May/June)	Within 10 days of the observation

Part IV: Evaluation Criteria

A. Instructional Leadership

For all school administrators, 50% of the final evaluation rating is based on the instructional leadership criterion as outlined in s.1012.34(3)(a)3., F.S. Appendix B of this document includes the rubric used by the evaluator when determining scores given to administrators in the area of Instructional Leadership. Additionally, Appendix B contains the Liberty County School District Instructional Leadership Evaluation Form that is used by the evaluator to score administrators in this area. This form also contains brief descriptions regarding the Domains, Proficiency Areas, and Indicators that make up the Instructional Leadership portion of this evaluation system.

The Instructional Leadership portion of Liberty County’s School Administrator Evaluation System consists of four domains which hold specific weight in their over score:

- 1) Student Achievement (20%)**
- 2) Instructional Leadership (40%)**
- 3) Organization Leadership (20%)**
- 4) Professional and Ethical Behavior (20%)**

The Domains are comprised of the Proficiency Areas:

- 1) Student Achievement (20%)**
 1. Student Learning Results
 2. Student Learning as a Priority
- 2) Instructional Leadership (40%)**
 3. Instructional Plan Implementation
 4. Faculty Development
 5. Learning Environment
- 3) Organization Leadership (20%)**
 6. Decision-Making
 7. Leadership Development
 8. School Management
 9. Communication
- 4) Professional and Ethical Behavior (20%)**
 10. Professional and Ethical Behaviors

Each of the 10 Proficiency Area is made-up of 3 to 7 Indicators. Each Domain, Proficiency Area, and Indicator is given a score of Highly Effective (4), Effective (3), Needs Improvement (2), or Unsatisfactory (1). To calculate a School Administrator’s overall score for Instructional Leadership, the evaluator must do the following:

- The evaluator assigns a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory for each indicator.
- A score for the Proficiency Area is determined by the number of ratings under it given for each Indicator. See example from Proficiency Area 1 (which is under Domain 1) below:

Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school’s student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.				
<input type="checkbox"/> Highly Effective: 3 or more indicators are HE and none less than E		<input type="checkbox"/> Needs Improvement: Criteria for E not met and no more than 1 U		
<input type="checkbox"/> Effective: At least 3 are E or higher and no more than one NI, no U		<input type="checkbox"/> Unsatisfactory: 2 or more U		
Indicator 1.1 – Academic Standards	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

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- This scoring is done for each Proficiency Area under the Domain. A Domain rating is determined by the number of Proficiency Areas that receive a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory. An example of this can be seen below:

Domain 1: Student Achievement (20%)

The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals – knowing what’s important, understanding what’s needed, and taking actions that get results. (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Highly Effective: Both areas rated HE
 Needs Improvement: 1 area HE/E & 1 area NI/U or both NI

Effective: One or HE or both E
 Unsatisfactory: 1 area NI and 1 U or both U

- The Domain rating is assigned a specific point value: Highly Effective (4), Effective (3), Needs Improvement (2), or Unsatisfactory (1)
- The point value for each Domain is then multiplied by the specific weight for each Domain to determine the Domain Weighted Score.
- The Domain Weighted Scores are then averaged to determine the overall Instructional Leadership score, which is 50% of the Summative Evaluation Rating. See table below:

School Leader Performance Score (50% of Final Evaluation Rating)				
Domain	Rating	Point	Weight	Domain Weighted Score
Domain 1 Student Achievement			.20	
Domain 2 Instructional Leadership			.40	
Domain 3 Organizational Leadership			.20	
Domain 4 Professional and Ethical Behavior			.20	
TOTAL FSLA SCORE				

Instructional Leadership forms used in the Liberty County School Administrator Evaluation System are provided in Appendix B of this document.

B. Other Indicators of Performance

The administrator evaluation process includes a principal and assistant survey teachers complete. The survey will serve as an additional metric for the evaluation. Survey results for each administrator will be the mean feedback score of all surveys by instructional staff at their assigned school. The results of the survey are then calculated into the administrator's final evaluation rating and will constitute 10% of the final rating.

The survey will be administered electronically to all teachers in the school during the last month of the school year. The survey is based on a *5-point* scale:

- 1 =Strongly Disagree
- 2 = Disagree
- 3= Neutral
- 4 -= Agree
- 5 = Strongly Agree

Survey Result Average	Evaluation Score	
4.00-5.00	Highly Effective	4
2.75-3.99	Effective	3
2.00-2.74	Needs Improvement	2
Below 2.00	Unsatisfactory	1

The survey result average is then used to determine the administrator Evaluation Score in this area. The score is assigned a point value: Highly Effective (4), Effective (3), Needs Improvement (2), or Unsatisfactory (1). The score is then multiplied by the weight to generate an overall performance score in his area.

Teacher Surveys Forms used in the Liberty County School Administrator Evaluation System are provided in Appendix B of this document.

C. Performance of Students

For all school administrators, 40% percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S.

Three years of student performance data will be used for all school administrators, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, the years will be specified.

For school administrators, the average of each teacher's VAM and Proficiency Value Score under the principal's supervision will be used to determine the performance of students [Rule 6A-5.030(2)(a)7., F.A.C.].

This score is calculated by averaging the Student Performance Score of all teachers under the supervision of the principal. For example, in Liberty County, teacher's VAM Score and Proficiency Value Score is based on a 4-point score: Highly Effective (4), Effective (3), Needs Improvement (2), or Unsatisfactory (1)

Once that number is calculated for each teacher, the scores will be averaged to calculate the principal's Annual Performance Level. The weighting of the VAM will be proportional to the teaching assignments at the school.

The Performance of Students score is then multiplied by the specific weight (40%) to determine an overall score for this area.

Further information regarding specific criteria on Performance of Students can be found in Appendix C of this document.

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D. Summative Rating Calculation

The overall scores from the Evaluation System's three criterion (Instructional Leadership, Teacher Surveys, and Student Performance) are multiplied by their specific weight to determine the Weighted Score for each area. The average of these weighted areas is then calculated to give an administrator's Overall Effectiveness Level (Summative Rating). This summative rating is based on four levels:

- Unsatisfactory (1.00 → 1.49)
- Needs Improvement (1.50 → 2.49)
- Effective (2.50 → 3.49)
- Highly Effective (3.50 → 4.00)

	Score	Weight	Weighted Score
Instructional Leadership		0.50	
Teacher Survey		0.10	
Student Performance		0.40	
Overall Effectiveness Level			
3.50-4.00 Highly Effective	2.50-3.49 Effective	1.50-2.49 Needs Improvement	1.00-1.49 Unsatisfactory

EXAMPLES

Highly Effective

	Score	Weight	Weighted Score
<i>Instructional Leadership</i>	3.7	0.50	1.85
<i>Teacher Survey</i>	3.2	0.10	.32
<i>Student Performance</i>	3.4	0.40	1.36
<i>Overall Effectiveness Level</i>			3.53
3.5 – 4.0 Highly Effective	2.5 – 3.49 Effective	1.5 – 2.49 Needs Improvement	1.0 – 1.49 Unsatisfactory

Unsatisfactory

	Score	Weight	Weighted Score
<i>Instructional Leadership</i>	1.3	0.50	.65
<i>Teacher Survey</i>	1.75	0.10	.175
<i>Student Performance</i>	1.1	0.40	.44
<i>Overall Effectiveness Level</i>			1.265
3.5 – 4.0 Highly Effective	2.5 – 3.49 Effective	1.5 – 2.49 Needs Improvement	0 – 1.49 Unsatisfactory

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Appendix A – Evaluation Framework Standards

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each set of descriptors (i.e., assistant principal and school principal) of the Florida Educational Leadership Standards.

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	10.1, 10.4
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	10.1, 10.3, 10.4
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	10.1, 10.2, 10.3
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	10.1, 10.3, 10.4
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	3.1, 3.2, 3.3, 4.4, 5.3
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	1.2, 1.4, 2.4, 4.2, 7.1
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2.1, 2.2, 2.3, 5.1, 5.3, 5.4, 6.1
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	1.3, 2.1, 3.3, 5.2, 6.1, 6.2
e. Recognize individuals for contributions toward the school vision and mission.	6.4, 9.4
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	8.2
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	8.3

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Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	8.1
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	6.2, 6.4, 6.5
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	9.1
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	7.4, 9.2
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	5.2, 6.1, 7.4, 8.3, 9.1
h. Develop and maintain effective relationships with the district office and governing board;	7.4
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	5.2, 8.1, 10.3
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	7.4, 8.1, 10.3
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	8.1, 10.3
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	4.3, 5.1, 7.4, 9.1, 10.3
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	2.1, 2.3, 5.2, 6.3
b. Monitor and ensure the school’s learning goals and classroom instruction are aligned to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan;	3.2, 3.3, 6.3
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4.3, 7.1, 9.1
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	1.2, 2.1, 5.4
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	1.2, 2.4, 4.2, 5.4, 6.3
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	2.1, 4.5, 5.2, 7.1
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	3.1
5. Learning Environment	

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Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5.1
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	2.2, 5.1, 5.2, 5.3, 5.4
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	3.3, 4.2
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	2.1, 4.4, 5.4
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	4.1, 4.2, 4.6, 5.3, 8.2
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	4.5, 10.2
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	1.2, 1.3, 3.2, 4.3, 6.5
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	4.6
e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	4.5
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	3.6, 4.4, 4.6
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	4.2, 6.1, 7.4, 8.1
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	5.2, 8.2, 8.3, 9.1
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	3.2
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:</i>	

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Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	7.4, 8.3, 9.1, 9.2
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	6.4, 7.1, 7.2, 7.3
c. Develop capacity in teacher leaders and hold them accountable; and	6.4, 7.1, 7.2
d. Plan for and provide opportunities for mentoring new personnel.	4.6, 8.2, 8.3
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	5.1, 5.2, 9.1, 10.1, 10.3
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	7.4, 9.1, 10.1
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	9.3
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	9.4
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	7.4, 9.3

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	10.1, 10.4
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	10.1, 10.3, 10.4
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	10.1, 10.2, 10.3
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	10.1, 10.3, 10.4
2. Vision and Mission	

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Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	3.1, 3.2, 3.3, 4.4, 5.3
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	1.2, 1.4, 2.4, 4.2, 7.1
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2.1, 2.2, 2.3, 5.1, 5.3, 5.4, 6.1
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	1.3, 2.1, 3.3, 5.2, 6.1, 6.2
e. Recognize individuals for contributions toward the school vision and mission.	6.4, 9.4
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	8.2
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	8.3
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	8.1
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	6.2, 6.4, 6.5
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	9.1
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	7.4, 9.2
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	5.2, 6.1, 7.4, 8.3, 9.1
h. Develop and maintain effective relationships with the district office and governing board;	7.4
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	5.2, 8.1, 10.3
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	7.4, 8.1, 10.3
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	8.1, 10.3
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	4.3, 5.1, 7.4, 9.1, 10.3
4. Student Learning and Continuous School Improvement	

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Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	2.1, 2.3, 5.2, 6.3
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	3.2, 3.3, 6.3
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	4.3, 7.1, 9.1
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	1.2, 2.1, 5.4
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	1.2, 2.4, 4.2, 5.4, 6.3
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	2.1, 4.5, 5.2, 7.1
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	3.1
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5.1
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	2.2, 5.1, 5.2, 5.3, 5.4
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	3.3, 4.2
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	2.1, 4.4, 5.4
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	4.1, 4.2, 4.6, 5.3, 8.2
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	4.5, 10.2
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	1.2, 1.3, 3.2, 4.3, 6.5
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	4.6

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Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
e. Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	4.5
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	3.6, 4.4, 4.6
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	4.2, 6.1, 7.4, 8.1
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	5.2, 8.2, 8.3, 9.1
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	3.2
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	7.4, 8.3, 9.1, 9.2
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	6.4, 7.1, 7.2, 7.3
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	6.4, 7.1, 7.2
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	4.6, 8.2, 8.3
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	5.1, 5.2, 9.1, 10.1, 10.3
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	7.4, 9.1, 10.1
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	9.3
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	9.4
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	7.4, 9.3

Appendix B – Observation Instruments for School Administrators

Instructional Leadership Rubric

DOMAIN 1 → Student Achievement (20%)

Proficiency Area 1 → Student Learning Results

<p>Indicator 1.1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (B.E.S.T. & NGSSS).</p>			
<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. Lesson plans are monitored for alignment with correct standards. Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. B.E.S.T. / NGSSS Standards shared by multiple courses are identified and teachers with shared academic standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Lesson plans identify connections of activities to standards. Teacher leaders' meeting records verify recurring review of progress on state standards. Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. Teachers routinely access course descriptions to maintain alignment of instruction with standards. Other impact evidence of proficiency on this indicator. 	

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Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.	The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator. 	

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Indicator 1.3 – Planning & Goal Setting:			
The leader demonstrates planning and goal setting to improve student achievement.			
<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.</p>	<p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p>

Indicator 1.4 – Student Achievement Results:			
The leader demonstrates evidence of student improvement through student achievement results.			
<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Accumulation and exhibition of student improvement results are inconsistent or untimely.</p> <p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

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Proficiency Area 2 → Student Learning as a Priority

Indicator 2.1 – Learning Organization:			
The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts close learning performance gaps among student subgroups within the school.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p>	<p>The leader’s actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students’ learning <u>and</u> closing learning performance gaps among student subgroups within the school.</p>	<p>The leader’s actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>

Indicator 2.2 – School Climate:			
The leader maintains a school climate that supports student engagement in learning.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader ensures that the school’s identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students’ and family background is evident in the leader’s conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs of students are consistently applied throughout the school.</p>	<p>Some practices promote respect for student learning needs and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs of students are inconsistently applied.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p>

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Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>The leader benchmarks expectations to the performance of the state’s, nation’s, and world’s highest performing schools.</p> <p>The leader creates systems and approaches to monitor the level of academic expectations.</p> <p>The leader encourages a culture in which students are able to clearly articulate their personal academic goals.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.</p> <p>The leader ensures that students are consistently learning, respectful, and on task.</p> <p>The leader sets clear expectations for student academics and establishing consistent practices across classrooms.</p> <p>The leader ensures the use of instructional practices with proven effectiveness in creating success for all students.</p>	<p>The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations.</p> <p>The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p>	<p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>The leader fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p>

Indicator 2.4 - Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>Assessment data generated at the school level provides an on- going perspective of the current reality of student proficiency on academic standards.</p> <p>There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data.</p> <p>Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation.</p> <p>Power (high priority) standards are widely shared by faculty members and are visible throughout the building.</p> <p>Assessments of student progress on them are a routine event.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>School level assessments are inconsistent in their alignment with the course standards.</p> <p>Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards.</p> <p>School level assessments are not monitored for alignment with the implementation level of the standards.</p> <p>No processes in use to analyze standards and identify assessment priorities.</p> <p>No high priority standards are identified and aligned with assessment practices.</p>

DOMAIN 2 → Instructional Leadership (40%)

Proficiency Area 3. → Instructional Plan Implementation

Indicator 3.1 FEAPs:			
The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to guide faculty and staff's implementation of the foundational principles and practices.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.</p> <p>Teacher-leaders at the school use the FEAPs and common language.</p>	<p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.</p> <p>The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.</p>	<p>The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p>	<p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language.</p> <p>The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.</p>

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Indicator 3.2 – Standards-Based Instruction The leader delivers an instructional program that implements the state’s adopted academic standards (B.E.S.T. and NGSSS) in a manner that is rigorous and relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.			
Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district’s curriculum to provide instruction that is standards- based, rigorous, and relevant? What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?	In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and relevance when delivering instruction on the standards? How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?	What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels? How can your leadership in curriculum and instruction convey respect for the students and staff? How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students? What are ways you can ensure that staff members are aligning their instructional practices with state standards?	Where do you go to find out what standards are to be addressed in each course? How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction? Do you have processes to monitor how students spend their learning time? In what ways are you monitoring teacher implementation of effective, research-based instruction? In what ways are you monitoring teacher instruction in the state’s academic standards?

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Indicator 3.3 – Learning Goals Alignments The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state’s adopted academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking toward student mastery.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.</p>	<p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state’s adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p>	<p>Specific and measurable learning goals with progress scales, aligned to the state’s adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p> <p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p>	<p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p>

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Indicator 3.4 – Curriculum Alignments The leader implements systemic processes to ensure alignment of curriculum resources with state standards for the courses taught.			
<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>

Indicator 3.5 – Quality Assessments The leader ensures the appropriate use of high-quality formative and interim assessments aligned with the state adopted standards and curricula.			
<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students' achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p>	<p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>

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Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system and procedures to improve student achievement and faculty proficiency on the FEAPs.			
Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. The leader shares productive monitoring methods with other school leaders to support district wide improvements.	The leader’s effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies. The leader’s monitoring practices are consistently implemented in a supportive and constructive manner.	The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.

Proficiency Area 4 → Faculty Development

Indicator 4.1 – Recruitment & Retention The leader employs a faculty with the instructional proficiencies needed for the school population served.			
Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers. Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.	The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized. A hiring process is clearly communicated including how staff is involved.	The leader relies on the district office to post notices of vacancies and identify potential applicants. Efforts to identify replacements tend to be slow and come after other schools have made selections. Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.	The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success. No coherent plan or process is employed to encourage quality staff to remain on the faculty.

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Indicator 4.2 – Feedback Practices

The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about the use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>

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Indicator 4.3 – High effect size strategies			
Instructional personnel receive recurring feedback on their proficiency on high-effect size instructional strategies.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader's focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two-way communications where the leader also learns from the teachers' expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>

Indicator 4.4 – Instructional Initiatives:			
District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.</p>	<p>Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.</p>	<p>Some initiatives are implemented across some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.</p> <p>The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.</p>	<p>District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.</p> <p>The leader is unaware of what state and district initiatives are expected to be implemented at the school.</p>

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Indicator 4.5 – Facilitating & Leading Professional Learning: The leader manages the organization, operations, and facilities to provide faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies. The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor. The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs. The leader removes barriers to time for professional learning and provides needed resources as a priority. Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies. Time for professional learning is provided but is not a consistent priority. Minimal effort expended to assess the impact of professional learning on instructional proficiency. Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.	Focused professional development on priority learning needs is not operational. Few faculty members have opportunities to engage in collegial professional development processes on the campus. Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.

Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver relevant and differentiated instruction by generating focus on student and professional learning in the school that is clearly linked to system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs; aligning faculty development practices with system objectives, implementation planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
The leader has demonstrated a record of differentiated professional learning for faculty based on student needs. The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff. The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.	Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.	The leader attempts to implement all of the priority instructional needs without a plan for doing so. The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.	Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.

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<p>Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.</p>			
<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.</p> <p>Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.</p>	<p>The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.</p>	<p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory.</p> <p>There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.</p>	<p>The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.</p> <p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.</p>

Proficiency Area 5 → Learning Environment

<p>Indicator 5.1 – Student Centered: The leader maintains a safe, respectful, and student-centered learning environment that is focused on suitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.</p>			
<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district.</p> <p>Involves the school and community to collect data on curricular and extra-curricular student involvement to assure opportunity for student participation.</p>	<p>The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.</p> <p>Collects data on curricular and extra-curricular student involvement to assure opportunity for student participation.</p>	<p>The leader provides limited evidence that they create a safe school either in planning or actions.</p> <p>Collects data on curricular and extra-curricular student involvement.</p>	<p>The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.</p> <p>Does not collect data on curricular and extra-curricular student involvement.</p>

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Indicator 5.2 – Success Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students’ opportunities for success and well-being.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher’s effective use of research-based instruction.</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district’s curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district’s curriculum and state’s standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p>

Indicator 5.3 – Differentiation: To align practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional needs, the leader recognizes and uses staff variation as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the differences of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the differences of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on backgrounds of students.</p> <p>The leader’s expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the differences of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p>	<p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are sensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p>

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Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>Processes to minimize achievement gaps within all impacted sub-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school’s current systems and their impact on sub-group academic achievement.</p>	<p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub- group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school’s current systems and their impact on sub-group academic achievement.</p>	<p>The leader does not identify nor implement strategies to understand the causes of sub- group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader’s direction that is designed to address achievement gaps.</p> <p>The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school’s current systems and their impact on sub-group academic achievement.</p>

DOMAIN 3 → Organizational Leadership (20% of Score)

Proficiency Area 6 → Decision Making

Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning. The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission. Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.	The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development. The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.	The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning. The leader produces limited evidence that the school's vision and mission impacts decision making.	The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions. The leader produces little to no evidence of making decisions that are linked to the school's vision and mission. Decisions adverse to student growth and/or faculty development are made.

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Indicator 6.2 – Problem Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all dimensions of the problem.</p> <p>The leader’s evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader’s solutions are sensitive to contextual factors.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single “off the shelf” solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>

Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and “sunsetting” in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>The leader has a record of evaluating and revising decisions based on new data.</p> <p>Review of decision and follow-up actions are consistently timely.</p>	<p>The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> <p>Sub-ordinate leaders are not encouraged to evaluate prior decisions.</p>

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Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership. The leader encourages staff members to accept leadership responsibilities outside of the school building. The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.	The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles. The leader supports the decisions made as part of the collective decision-making process. Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.	Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues. Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.	There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions. The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).

Indicator 6.5 - Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process. The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.	Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership. Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.	Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.	There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration. Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions. Technology integration does not support data exchanges, project management, and feedback processes.

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Proficiency Area 7 → Leadership Development

Indicator 7.1 – Leadership Team:			
The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader's direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>

Indicator 7.2 – Delegation:			
The leader establishes delegated areas of responsibility for subordinate leaders and managers delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> <p>Clarity of the scope of delegated authority is inconsistent from one delegation to another.</p> <p>Actions taken by those to who tasks are delegated are sometimes overruled without explanation.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> <p>If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.</p>

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Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility.</p> <p>Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.</p>	<p>The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified.</p> <p>In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps.</p> <p>Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.</p>	<p>Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented.</p> <p>The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps.</p> <p>Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.</p>	<p>The leader takes little or no actions to establish a plan for succession management.</p> <p>Staff are hired to fill vacancies in key positions who do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.</p>

Indicator 7.4 – Relationships The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.</p> <p>The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.</p> <p>Leader has effective collegial relationships with most faculty and subordinates.</p>	<p>The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development.</p> <p>Relationship skills are employed inconsistently.</p>	<p>The leader makes no attempt to or has difficulty working with a different group of people.</p> <p>Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.</p>

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Proficiency Area 8 → School Management

Indicator 8.1 – Organizational Skills: The leader organizes time, skills, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>

Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p>

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Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>

Proficiency Area 9 → Communication

Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.			
<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with stakeholder groups about high achievement for all students.</p> <p>There is evidence of the leader making use of what was learned in constructive conversations with others in the leader’s subsequent actions, presentations, and adjustments to actions.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/ feedback and to inform instructional and leadership practices.</p> <p>The leader systematically communicates with stakeholders about high achievement for all students.</p>	<p>The leader’s involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader “reaching out.”</p> <p>The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.</p> <p>The leader’s communications with stakeholders about high achievement for all students are not carefully planned and implemented.</p>	<p>The leader’s visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.</p> <p>The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices.</p> <p>The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.</p>

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Indicator 9.2 – Clear Goals & Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.			
Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals. The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures. Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues. Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented. Has a limited capacity to employ Florida’s common language of instruction in aligning school goals and expectations with district and state initiatives.	Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form. The leader’s actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff. Uses terms in the Florida common language of instruction incorrectly thus misleading others.

Indicator 9.3 – Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.			
Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
In addition to the practices at the effective level, the leader initiates processes that promote subordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups. The leader serves as the “voice of the school” reaching out to stakeholders and advocating for school needs. The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community. Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success. Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader’s time for instructional leadership and faculty development.	Leader’s actions to be visible and accessible are inconsistent or limited in scope. Limited use of technology to expand access and involvement. Leadership is focused within the school with minimal outreach to stakeholders.	Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school. Leader has low visibility to students, staff, and community.

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Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.			
<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.</p>
<p>In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school.</p> <p>Shares the methods that lead to success with other leaders.</p> <p>Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria.</p> <p>Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.</p>	<p>The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.</p>	<p>The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.</p>

DOMAIN 4 → Professional & Ethical Behaviors (20%)

Proficiency Area 10 → Professional & Ethical Behaviors

Indicator 10.1 – Resiliency:			
The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> <p>The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p>	<p>The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>

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Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
<p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self- assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.</p>	<p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.</p>	<p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>There is no or only minimal impact of professional learning on the leader's performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p>

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Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.

Indicator 10.4 – Professional Conduct: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).			
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or are having an adverse impact.
There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.	There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship. The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.	The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles. There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident. The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.	The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.

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Indicator 4.3 - High effect size strategies	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 4.4 - Instructional Initiatives	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 4.6 - Faculty Development Alignments	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 4.7 - Actual Improvement	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Proficiency Area 5 - Learning Environment: Effective school leaders' structure and monitor a school learning environment that improves learning for all of Florida's student population.				
() Highly Effective: 3 or more indicators are HE and none less than E () Needs Improvement: Criteria for E not met and no more than 1 U () Effective: At least 3 are E or higher and no more than 2 NI, no U () Unsatisfactory: 2 or more U				
Indicator 5.1 - Student Centered	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 5.2 - Success Oriented	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 5.3- Differentiation	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 5.4 - Achievement Gaps	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Domain 3 - Organizational Leadership (20%) <i>The focus is on school operations and leadership practices that integrate operations into an effective system of education. (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
<input type="checkbox"/> Highly Effective: All 4 areas rated HE or 3 areas HE and 1 E	<input type="checkbox"/> Needs Improvement: 2 areas rated E and two rated NI or Any 3 areas rated NI or 1 area NI, 1 area U and 2 areas E or HE			
<input type="checkbox"/> Effective: 4 areas rated E or 2 areas rated E and 2 HE or 3 areas are rated E and 1 NI or HE	<input type="checkbox"/> Unsatisfactory: 2 or more areas rated U			
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.				
() Highly Effective: 4 or more indicators are HE and none less than E () Needs Improvement: Criteria for E not met and no more than 1 U () Effective: At least 4 are E or higher and no more than one NI, no U () Unsatisfactory: 2 or more U				
Indicator 6.1- Prioritization Practices	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 6.2- Problem Solving	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 6.3 - Quality Control	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 6.4 - Distributive Leadership	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 6.5 - Technology Integration	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
() Highly Effective: 3 or more indicators are HE and none less than E () Needs Improvement: Criteria for E not met and no more than 1 U () Effective: At least 3 are E or higher and no more than one NI, no U () Unsatisfactory: 2 or more U				
Indicator 7.1- Leadership Team	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 7.2 - Delegation	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 7.3 - Succession Planning	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 7.4 - Relationships	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
() Highly Effective: 2 or more indicators are HE and none less than E () Needs Improvement: Criteria for E not met and no more than 1 U () Effective: If 2 or more are E or higher and no more than 1 NI, no U () Unsatisfactory: 2 or more U				
Indicator 8.1 - Organizational Skills	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 8.3 - Collegial Learning Resources	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
() Highly Effective: 3 or more indicators are HE and none less than E () Needs Improvement: Criteria for E not met and no more than 1 U () Effective: At least 3 are E or higher and no more than 1 NI, no U () Unsatisfactory: 2 or more U				
Indicator 9.1- Constructive Conversations	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory

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Indicator 9.2 - Clear Goals and Expectations	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 9.3 - Accessibility	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 9.4 - Recognitions	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Domain 4 - Professional and Ethical Behaviors (20%)				
<i>The focus is on the leader's professional conduct and leadership practices that represent quality leadership. (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
<input type="checkbox"/> Highly Effective: If Proficiency Area 10 rated HE	<input type="checkbox"/> Needs Improvement: If Proficiency Area 10 rated NI			
<input type="checkbox"/> Effective: If Proficiency Area 10 Rated E	<input type="checkbox"/> Unsatisfactory: If Proficiency Area 10 rated U			
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.				
() Highly Effective: 3 or more indicators are HE and none less than E		() Needs Improvement: Criteria for E not met and no more than 1 U		
() Effective: At least 3 are E or higher and no more than 1 NI, no U		() Unsatisfactory: 2 or more U		
Indicator 10.1 – Resiliency	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 10.2 - Professional Learning	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 10.3 - Commitment	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 10.4 – Professional Conduct	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory

Overall Instructional Leadership Score

School Leader Performance Score (50% of Final Evaluation Rating)				
Domain	Rating	Point	Weight	Domain Weighted Score
Domain 1 Student Achievement			.20	
Domain 2 Instructional Leadership			.40	
Domain 3 Organizational Leadership			.20	
Domain 4 Professional and Ethical Behavior			.20	
TOTAL FSLA SCORE				

TEACHER SURVEYS

Principal Survey

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. My principal keeps the school focused on academic achievement.					
2. My principal is knowledgeable about academic standards, curriculum and assessments.					
3. My principal provides me with the materials and resources to do my job.					
4. My principal provides me with relevant and timely feedback on my performance and progress toward goals.					
5. My principal led meetings make efficient use of time and are productive.					
6. My principal recognizes and rewards good performance.					
7. My principal demonstrates a genuine concern for my welfare.					
8. My principal makes the best use of available funds.					
9. My principal consults me on decisions that affect my job.					
10. My principal deals with daily tasks and problems in an effective and efficient manner.					
11. The expectations for judging my performance are clear.					
12. My principal provides the support needed to accomplish my work objectives.					
13. My principal gathers input from staff and collaborates when appropriate.					
14. My principal communicates with parents well.					

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Assistant Principal Survey

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The assistant principal keeps the school focused on academic achievement.					
2. The assistant principal is knowledgeable about academic standards, curriculum and assessments.					
3. The assistant principal provides me with the Materials and resources to do my job.					
4. The assistant principal provides me with relevant and timely feedback on my performance and progress toward goals.					
5. The assistant principal led meetings make efficient use of time and are productive.					
6. The assistant principal recognizes and rewards good performance.					
7. The assistant principal demonstrates a genuine concern for my welfare.					
8. The assistant principal consults me on decisions that affect my job.					
9. The assistant principal deals with daily tasks and problems in an effective and efficient manner.					
10. The assistant principal provides the support needed to accomplish my work objectives.					
11. The assistant principal gathers input from staff and collaborates when appropriate.					
12. The assistant principal communicates with parents well.					

Appendix C – Student Performance Measures

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
60 – 100% growth, achievement, or proficiency on any non-VAM assessment	Highly Effective	4
45 – 59% growth, achievement, or proficiency on any non-VAM assessment	Effective	3
30 – 44% growth, achievement, or proficiency on any non-VAM assessment	Needs Improvement/Developing	2
0 – 29% growth, achievement, or proficiency on any non-VAM assessment	Unsatisfactory	1

Teacher Performance Measures

Pre-K—5th Grade Teachers	
TEACHING ASSIGNMENT	PERFORMANCE MEASURE USED
Pre-K (3 year olds)	Dial or District Assessment
Pre-K (4 year olds)	VPK Test
KDG—2nd Grade	F.A.S.T. Reading & Math (Prof. & Growth)
KGG—2nd Grade (ESE) Self-contained	F.A.S.T. Reading & Math (Prof. & Growth) Brigance (if needed & applicable)
3rd Grade Teachers	Avg. Prof. on F.A.S.T. ELA & Math, plus growth from Local District Assessment
3rd Grade (ESE) Self-contained	Avg. Prof. on FAA ELA & Math
4th Grade—Self contained, ELA, or Math	State VAM Score
4th & 5th Grade Science	Local District Assessment (Prof. & Growth)
5th Grade—Self contained, ELA, or Math	State VAM Score
4th—5th ESE Self Contained	Avg. Prof. on FAA ELA & Math
4th—5th Inclusion	FAST ELA/Math prof. + Local Assessment growth
PE	District EOC Assessment
Guidance	Avg. student performance of all teachers
Music & Media	Rubric
Middle School	
TEACHING ASSIGNMENT	PERFORMANCE MEASURE USED
ELA (6th—8th)	State VAM—ELA
Math (6th—8th)	State VAM— Math
Algebra I	State VAM—Algebra I EOC
Reading	State VAM—ELA
Science (6th & 7th)	Growth & Proficiency on Local Assessment
Science (8th)	Avg. Proficiency on NGSSS Science Assessment
Social Studies (6th & 8th)	Growth & Proficiency on Local Assessment
Civics (7th)	Avg. Proficiency on Civics EOC
Guidance & Technology	Avg. student performance of all teachers
PE	District EOC
Music & Media	Rubric
6th—8th ESE (Self-contained)	FSAA VAM
6th—8th ESE (Inclusion)	FAST ELA/Math prof. + Local Assessment growth
CTE Courses	% of students passing Certification Assessments
Other 6th-8th(non-instruct.)	Growth & Proficiency on Local Assessment

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High School	
TEACHING ASSIGNMENT	PERFORMANCE MEASURE USED
ELA (9th/10th) & Reading	State VAM (ELA) - assigned students
ELA 11th & ENC Courses	District EOC—Local Assessment
Algebra I	State VAM—Algebra I EOC
Geometry	Geometry EOC proficiency rates
Algebra II & MAC Courses	District EOC—Local Assessment
US History	Proficiency rates of US History EOC
Biology	Proficiency rates of Biology EOC
Other Hist./ Sci. / PE/ Spanish	District EOC—Local Assessment
CTE	% passing Certification Assessments
Band	Rubric
Guidance / Technology	Avg. student performance of all teachers

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Appendix D – Summative Evaluation Forms

Final Administrative Evaluation Score			
	Score	Weight	Weighted Score
Instructional Leadership		0.50	
Teacher Survey		0.10	
Student Performance		0.40	
Total Score			
Overall Effectiveness Level			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.50 – 4.00	Overall Final Score of 2.50 – 3.49	Overall Final Score of 1.50 – 2.49	Overall Final Score of 1.00 – 1.49

Signatures	
<p>Evaluator's Signature:</p> <p>_____</p> <p>Evaluator's Comments:</p> 	<p>Date:</p> <p>_____</p>
<p>School Leader's Signature:</p> <p>_____</p> <p style="text-align: center;"><i>Signature of School Leader does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the Evaluator</i></p> <p>School Leader's Comments:</p> 	<p>Date:</p> <p>_____</p>