School District of Gadsden County
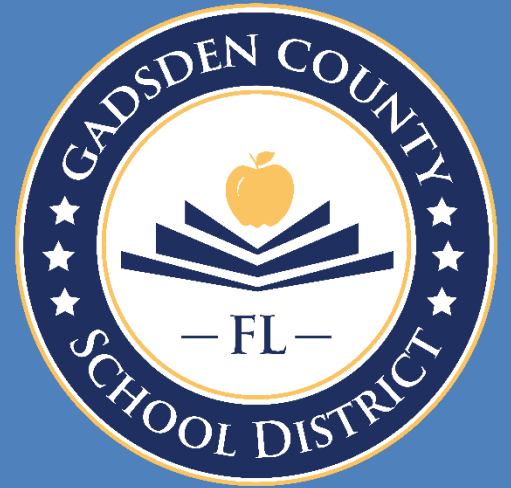
School Administrator Evaluation System

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.

Table of Contents

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.

The Gadsden County School District is committed to leadership growth and development through the evaluation of school leaders. The evaluation framework utilized by the Gadsden County School District is the Marzano Focused School Leader Evaluation Model, Florida version. This model is based on a research framework that supports student learning and effective instruction and is aligned with the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C.

The Marzano Focused School Leader Evaluation Model system is aligned with the district instructional evaluation system (Marzano Focused Teacher/Non-Classroom Evaluation Models). The school leader evaluation system is designed to support administrators in the performance of their responsibilities for promoting the importance of education, high-quality instruction, and students' capacity for academic achievement.

The Marzano Focused School Leader Evaluation Model consists of 21 elements, each with extensive evidence, across the six following domains:

Domain 1: A Data-Driven Focus on School Improvement
Domain 2: Instruction of a Viable and Guaranteed Curriculum
Domain 3: Recruitment and Continuous Development of Teachers and Staff
Domain 4: Community of Care and Collaboration
Domain 5: Core Values
Domain 6: Resource Management

The Marzano Focused School Leader Evaluation Model is aligned with the Florida Principal Leadership Standards. Please see the Crosswalk, School Appendix A.

The Marzano School Leadership Evaluation Model identifies five research-based performance levels with proficiency scales for each of the 21 elements within the six domains, along with evidence of success. The scales and evidence reflect district and state priorities and are the basis for providing feedback, designing professional learning, and determining the rating for the leadership practice component of a school leader's final annual summative evaluation rating. Please see the "Domains, Elements, Scales and Evidence," Appendix B.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its school administrator evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

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.:

➢ 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

In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. 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	By October 30th Or Within 60 days of hire	The evaluation process for administrators begins each year with an annual orientation and update of the evaluation system. Assistant Principals will be informed of the AP indicators, data sources, methodologies, and procedures associated with their evaluation during the district school administrator meeting. This update will be conducted each summer usually in July and is attended by all school administrators.
Principals	By October 30th Or Within 60 days of hire	The evaluation process for administrators begins each year with an annual orientation and update of the evaluation system. Principals will be informed of the Principal indicators, data sources, methodologies, and procedures associated with their evaluation during the district school administrator meeting. This update will be conducted each summer usually in July and is attended by all school administrators

2. 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	Pre-Conference Year	Principal meets formally with the Assistant Principal. AP completes the Instructional Leadership Evaluation Criteria (the FELS self-assessment), rating him/herself according to each descriptor. Principal completes the same instrument, the pre-evaluation assessment, and provides feedback to the AP.
	End Conference	School evaluation performance target ratings will be used to calculate the Florida Educational Leadership Standards component of the Assistant Principal's summative evaluation. Final completion of the AP's Summative Performance Evaluation is completed once the assessment data is reported from the state.

Principals	Pre-Conference Year	District evaluator/supervisor meets formally with the Principal. Principal completes the Instructional Leadership Evaluation Criteria (FELS self-assessment). District evaluator/supervisor completes the same instrument and provides feedback to the Principal.
	End Conference	School evaluation performance target ratings will be used to calculate the Florida Educational Leadership Standards component of the Principal's summative evaluation. Final completion of the Principal's Summative insights on the leader's proficiency in the agreed-upon indicators. Performance Evaluation is completed once the assessment data is reported from the state.

3. 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	During the end-of-year evaluation meeting that occurs between April 1 and June 30.	The results of the Leadership Practice Score are communicated during this meeting. When Student Performance Scores become available, they will be combined with Leadership Practice and Deliberate Practice scores to create an overall evaluation rating. A Face-to-face conference will take place in the fall of the subsequent school year to share this overall evaluation rating.
Principals	1	During the end-of-year evaluation meeting that occurs between April 1 and June 30.	The results of the Leadership Practice Score are communicated during this meeting. When Student Performance Scores become available, they will be combined with Leadership Practice and Deliberate Practice scores to create an overall evaluation rating. A Face-to-face conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

Part IV: Evaluation Criteria

A. Instructional Leadership

In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In <u>Gadsden</u> County, instructional leadership accounts for
<u>33.3</u>% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

Step 1: Elements in each domain are rated using the specific element proficiency scales outlined in Appendix B. Below is a general rating scale.

Table 1: General Rating Scale for Marzano Instructional Leadership Practice Elements

	4	3	2	1	0
Rating Used for Each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

Step 2: If no evidence is recorded for an element, the element is not scored or included in the leadership practice calculation.

Step 3: All element scores are added and averaged for a final leadership practice score.

Step 4: Compare the score to the scale for a final instructional leadership practice status rating. See Table 2.

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

Step 5: In the calculation of the overall final summative evaluation score, the Leadership Practice Rating will be multiplied by 33.3%.

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In <u>Gadsden</u> County, other indicators of performance account for <u>33.3</u>% of the school administrator performance evaluation.

2. Description of additional performance indicators, if applicable.
Deliberate Practice Priorities: The leader and the evaluator identify one specific and measurable

priority learning goal related to teaching, learning, or school leadership practices that impact student learning growth.

3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

    One target is required.
    ❖ The target of a deliberate practice process describes an intended result and will include "scales" or progress points that guide the leader toward highly effective levels of personal mastery.
    ❖ The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to adjust practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
    ❖ The evaluator monitors progress and provides feedback.
    ❖ The target is a "thin slice" of specific gains sought – not broad overviews or long-term goals taking years to accomplish.
    ❖ Deliberate practice ratings are based on a comparison of proficiency at a "start point" and proficiency at a designated "evaluation point". The start point data can be based on a preceding year's evaluation data on a specific indicator or proficiency area, or determined by the school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

    The Deliberate Practice Rating Score is based on the Deliberate Practice Rating Score rubric is below.

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	No Growth	No Growth
Or Grows 2 Levels	Or Grows 2 Level		

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Gadsden County, performance of students accounts for 33.4% of the school administrator performance evaluation.

    For Gadsden County school leaders, the evaluation system will include data on the academic performance of all students assigned to the school leader's building. This data will comprise 33.4% of the summative evaluation rating for a school leader. Performance data for all students enrolled at a school leader's building are included in the calculation. Performance on FAST PM assessments administered for students at a school shall be part of the calculation for the school leader's student performance rating. At least one, but no more than three years of most recent data will be used,

including the current year and the two years immediately preceding the current year, when available. The percentage of the evaluation that is based on the performance of students when there are three years of data available is 33.4%. When there are less than three years of data available, the percentage of the evaluation that is based on the performance of students is also 33.4%.

2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

    For all school administrators, 33.4% of the evaluation is based on the performance of student's 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 will be used. If more than three years of student performance data are used, the years will be specified.

    For school administrators, all school-wide assessment data will be used to determine the performance of students.

    ### Determining Administrators' Student Performance Rating

    Administrators will be assigned a "Student Performance" rating based on their students' progress on FAST PM assessments as indicated in the table below.

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

End-of-the-year evaluations will be based on growth and/or student proficiency between PM1 and PM3. The table below describes how student performance ratings are determined.

- PM1 = Baseline (September)
- PM2 = Mid-year (December)
- PM3 = End of Year (May)

Student Performance Rating Scale

Highly Effective (4)	Effective (3)	Developing/Needs Improvement (2)	Unsatisfactory (1)
More than 80% of students experience gains in proficiency from PM1 to PM3

Or

80% of students are scoring proficient or higher PM 2 for mid-year assessment. | More than 70% of students experience gains in proficiency from PM1 to PM 3

Or

70% of students are scoring proficient or higher at PM 2 for mid-year assessment. | More than 60% of students experience gains in proficiency from PM1 to PM3

Or

60% of students are scoring proficient or higher at PM 2 for mid-year assessment. | Less than 50% of students experience zero (0) point gain in proficiency from PM 1 to PM3

Or

Less than 50% of students are scoring proficient or higher at PM2 for mid-year assessment. |

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.

The final / summative evaluation score and rating for school leaders is calculated using the Instructional Leadership Practice (ILP) score (33.3%), Deliberate Practice (DP) the Student Performance (SP) Score (33.4%).

District's Steps for Calculation of Final/ Summative Evaluation Score and Rating
Step 1: Multiply Instructional Leadership Practice (ILP) Score from formal observation ratings by 0.333
Step 2: Multiply Deliberate Practice (DP) Score from growth plan rating by 0.333
Step 3: Obtain Student Performance (SP) Score from Table 2 and multiply by 0.334
Step 4: Add all three scores to determine final Overall Score
Step 5: Refer to Final Evaluation Rubric below for Final Overall Rating

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school assistant principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

Example 1: School Leader
- 4.0 Highly Effective for the Instructional Leadership Practice (ILP) Score (33.3%)
- 3.0 Effective for the Student Performance (SP) score (33.4%)
- 4.0 Highly Effective for the Deliberate Practice (DP) (33.3%)

Measure	Rating	Score (Rating x Category %)
Instructional Leadership Practice (ILP)	4.0 – Highly Effective	1.33
Student Performance (SP)	3.0 – Effective	1.00
Deliberate Practice (DP)	4.0 – Highly Effective	1.33
		3.66

➢ Then the Summative Rating would be rounded up to two decimal places to become 3.66, according to the Evaluation Scoring Components Scale above, which would fall into the Summative Rating of Highly Effective.

Example 2: School Leader
- 2.0 Highly Effective for the Leadership Practice (IP) Score (33.3%)
- 1.0 Effective for the Student Performance (SP) score (33.4%)
- 2.0 Highly Effective for the Deliberate Practice (DP) (33.3%)

Measure	Rating	Score (Rating x Category %)
Instructional Practice (IP)	2.0 – Needs Improvement	.67
Student Performance (SP)	1.0 – Unsatisfactory	.33
Deliberate Practice (DP)	1.0 – Needs Improvement	.33
		1.33

➢ Then the Summative Rating would be rounded up to two decimal places to become 1.33, according to the Evaluation Scoring Components Scale above, which would fall into the Summative Rating of Unsatisfactory.

Appendix A – Evaluation Framework Crosswalks

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	
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
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;	1A (Assistant Principal Rubric)
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.;	1B (Assistant Principal Rubric)
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	1C (Assistant Principal Rubric)
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.	1D (Assistant Principal Rubric)
2. Vision and Mission	
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:	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2A (Assistant Principal Rubric)
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;	2B (Assistant Principal Rubric)
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;	2C (Assistant Principal Rubric)
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	2D (Assistant Principal Rubric)
e. Recognize individuals for contributions toward the school vision and mission.	2E (Assistant Principal Rubric)
3. School Operations, Management, and Safety	
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:	
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;	3A (Assistant Principal Rubric)
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;	3B (Assistant Principal Rubric)

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;	3C (Assistant Principal Rubric)
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;	3D (Assistant Principal Rubric)
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3E (Assistant Principal Rubric)
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;	3F (Assistant Principal Rubric)
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;	3G (Assistant Principal Rubric)
h. Develop and maintain effective relationships with the district office and governing board;	3H (Assistant Principal Rubric)
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;	3I (Assistant Principal Rubric)
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.;	3J (Assistant Principal Rubric)
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	3K (Assistant Principal Rubric)
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3L (Assistant Principal Rubric)

4. Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:

Practice	Evaluation Indicators
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;	4A (Assistant Principal Rubric)
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;	4B (Assistant Principal Rubric)
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4C (Assistant Principal Rubric)
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4D (Assistant Principal Rubric)
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;	4E (Assistant Principal Rubric)
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4F (Assistant Principal Rubric)
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.	4G (Assistant Principal Rubric)

5. Learning Environment

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:

	Practice	Evaluation Indicators
a.	Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5A (Assistant Principal Rubric)
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;	5B (Assistant Principal Rubric)
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	5C (Assistant Principal Rubric)
d.	Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5D (Assistant Principal Rubric)

6. Recruitment and Professional Learning

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:

	Practice	Evaluation Indicators
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;	6A (Assistant Principal Rubric)
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;	6B (Assistant Principal Rubric)
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;	6C (Assistant Principal Rubric)
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;	6D (Assistant Principal Rubric)
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;	6E (Assistant Principal Rubric)
f.	Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6F (Assistant Principal Rubric)
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;	6G (Assistant Principal Rubric)
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	6H (Assistant Principal Rubric)
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.	6I (Assistant Principal Rubric)

7. Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:

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;	7A (Assistant Principal Rubric)
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	7B (Assistant Principal Rubric)
c. Develop capacity in teacher leaders and hold them accountable; and	7C (Assistant Principal Rubric)
d. Plan for and provide opportunities for mentoring new personnel.	7D (Assistant Principal Rubric)
8. Meaningful Parent, Family, and Community Engagement	
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:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8A (Assistant Principal Rubric)
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8B (Assistant Principal Rubric)
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8C (Assistant Principal Rubric)
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8D (Assistant Principal Rubric)
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8E (Assistant Principal Rubric)

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
1. Professional and Ethical Norms	
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
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;	1A (Principal Rubric)
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.;	1B (Principal Rubric)
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	1C (Principal Rubric)
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.	1D (Principal Rubric)
2. Vision and Mission	

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
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:	
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;	2A (Principal Rubric)
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;	2B (Principal Rubric)
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;	2C (Principal Rubric)
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2D (Principal Rubric)
e. Recognize individuals for contributions toward the school vision and mission.	2E (Principal Rubric)
3. School Operations, Management, and Safety	
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:	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3A (Principal Rubric)
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3B (Principal Rubric)
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;	3C (Principal Rubric)
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;	3D (Principal Rubric)
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;	3E (Principal Rubric)
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;	3F (Principal Rubric)
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3G (Principal Rubric)
h. Develop and maintain effective relationships with the district office and governing board;	3H (Principal Rubric)
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3I (Principal Rubric)
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.;	3J (Principal Rubric)
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3K (Principal Rubric)
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3L (Principal Rubric)
4. Student Learning and Continuous School Improvement	

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:	
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;	4A (Principal Rubric)
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;	4B (Principal Rubric)
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;	4C (Principal Rubric)
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;	4D (Principal Rubric)
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.;	4E (Principal Rubric)
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	4F (Principal Rubric)
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.	4G (Principal Rubric)
5. Learning Environment	
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5A (Principal Rubric)
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;	5B (Principal Rubric)
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	5C (Principal Rubric)
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5D (Principal Rubric)
6. Recruitment and Professional Learning	
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:	
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;	6A (Principal Rubric)
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;	6B (Principal Rubric)
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6C (Principal Rubric)
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;	6D (Principal Rubric)

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;	6E (Principal Rubric)
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6F (Principal Rubric)
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6G (Principal Rubric)
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	6H (Principal Rubric)
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.	6I (Principal Rubric)
7. Building Leadership Expertise	
Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:	
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;	7A (Principal Rubric)
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7B (Principal Rubric)
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7C (Principal Rubric)
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7D (Principal Rubric)
8. Meaningful Parent, Family, and Community Engagement	
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:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8A (Principal Rubric)
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8B (Principal Rubric)
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8C (Principal Rubric)
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8D (Principal Rubric)
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8E (Principal Rubric)

Appendix B – Observation Instruments for School Administrators

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.

Observation Rubric for Assistant Principals

Standard 1 Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Serves as a model for other administrators and/or leads professional learning in this area.	A. Holds self and others accountable to: ● the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.) ● guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), ● the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. ● State, local school, and governing board policies.	A. Has had one or more minor lapses in professional judgment that were not in alignment with: ● the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.) ● guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), ● the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. ● State, local school, and governing board policies.	A. Has a demonstrated pattern of conduct that does not align with: ● the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.) ● guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.), ● the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. ● State, local school, and governing board policies.
B. Serves as a model for other administrators and/or leads professional learning in this area.	B. Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.	B. Acknowledges that all persons are equal before the law and have inalienable rights, but provides leadership that is inconsistent with the principles of individual freedom outlined in Section 1003.42(3) F.S.	B. Fails to acknowledge that all persons are equal before the law and have inalienable rights, and does not provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.
C. Produces clear, convincing evidence of consistent collaboration with the community to address barriers that impact the academic success and well-being of students, the school, families, and the local community. Serves as a model for other administrators and/or leads professional learning in this area.	C. In order to address the academic success and well-being of students, school, families and the local community: ● Identifies and recognizes barriers and their impact ● Accepts accountability and responsibility for all student learning.	C. In order to address the academic success and well-being of students, school, families and the local community, does not incorporate both of the following: ● Identifies and recognizes barriers and their impact ● Accepts accountability and responsibility for all student learning.	C. Fails to address the academic success and well-being of students, school, families and the local community: ● Identifies and recognizes barriers and their impact ● Accepts accountability and responsibility for all student learning.
D. Serves as a model for other administrators and/or leads professional learning in this area.	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 these standards.	D. Has one or more minor lapses in acting ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and/or all other aspects of leadership set forth in these standards.	D. Has a repeated pattern of failing to act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and/or all other aspects of leadership set forth in these standards.

Standard 2 Vision and Mission for Assistant Principal Evaluation

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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence that consistently demonstrates an understanding of district and state priorities and how their school vision and mission is aligned. Serves as a model for other administrators and/or leads professional learning in this area.	A. Assists and supports the alignment of the school vision and mission with **all** of the following: ● District initiatives ● State Board of Education priorities ● Current educational policies (district, state, federal)	A. Inconsistently assists and supports the alignment of the school vision and mission with **one or two** of the following: ● District initiatives ● State Board of Education priorities ● Current educational policies (district, state, federal)	A. Fails to support the alignment of the school vision and mission to **any** of the following: ● District initiatives ● State Board of Education priorities ● Current educational policies (district, state, federal)
B. Produces clear, convincing evidence of consistent collaboration with the school principal to evaluate decisions and adjust support for effective and rigorous classroom instruction focused on the academic development of all students. Serves as a model for other administrators and/or leads professional learning in this area.	B. Collaborates 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.	B. Inconsistently collaborates with the school principal 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.	B. Fails to collaborate with the school principal 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.
C. Produces clear, convincing evidence that demonstrates consistent collaboration to develop and/or implement the shared educational vision, mission, and core values for the school. Serves as a model for other administrators and/or leads professional learning in this area.	C. Collaborates, supports, and models 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.	C. Collaborates with the school principal to develop, implement, and/or model a shared educational vision, mission, and core values through collaboration within the school community that promotes the academic success and well-being of some but not all students.	C. Fails to collaborate, support and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of any students.
D. Produces clear, convincing evidence of demonstrating a consistent understanding of the development, implementation, evaluation, and improvement of systems to achieve the vision and mission of the school. Serves as a model for other administrators and/or leads professional learning in this area.	D. Assists and supports the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	D. Has not assisted in the development and implementation of systems fully to achieve the vision and mission of the school OR does not reflect and adjust the vision and mission of the school.	D. Fails to assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.
E. Produces clear, convincing evidence of a system that consistently recognizes individuals' contributions aligned to the school vision and mission. Serves as a model for other administrators and/or leads professional learning in this area.	E. Regularly recognizes individuals for contributions toward the school vision and mission.	E. Inconsistently recognizes individuals for contributions toward the school mission and vision.	E. Fails to recognize individuals for contributions toward the school vision and mission.

Standard 3: School Operations, Management, and Safety for Assistant Principal Evaluation

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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistent collaboration with the principal to proactively manage school fiscal resources in ways that promote student success. Serves as a model for other administrators and/or leads professional learning in this area.	A. Consistently collaborates with the school principal to manage the school's fiscal resources in a responsible and ethical manner by effectively engaging in: ● Budgeting ● Decision-making ● Accounting practices	A. Inconsistently collaborates to manage the school's fiscal resources in a responsible and ethical manner effectively in one or more of the following: ● Budgeting ● Decision-making ● Accounting Practices	A. Fails to collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner by effectively engaging in any of the following: ● Budgeting ● Decision-making ● Accounting Practices
B. Produces clear, convincing evidence of student achievement as a result of consistent staffing and scheduling aligned to student learning needs. Serves as a model for other administrators and/or leads professional learning in this area.	B. Consistently collaborates 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.	B. Inconsistently collaborates with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address some but not all students' learning needs.	B. Fails to collaborate with the school principal to manage scheduling and resources.
C. Produces clear, convincing evidence of consistent collaboration with the school principal to systematize the organization of time, tasks and projects effectively to protect and optimize all personnel productivity and student learning. Serves as a model for other administrators and/or leads professional learning in this area.	C. Consistently organizes time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning.	C. Inconsistently organizes time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning.	C. Fails to organize time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning.
D. Produces clear, convincing evidence of consistent collaboration with school leaders to utilize multiple data points and systems to deliver actionable information that improves the quality and efficiency of operations and management including school safety, climate, and student learning. Serves as a model for other administrators and/or leads professional learning in this area.	D. Consistently collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management including: ● School safety ● School climate ● Student learning	D. Inconsistently collaborates with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management including: ● School safety ● School climate ● Student learning	D. Does not 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 including: ● School safety ● School climate ● Student learning.

Standard 3: School Operations, Management, and Safety for Assistant Principal Evaluation

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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
E. Produces clear, convincing evidence of consistently and proactively: ● building relationships with all stakeholders to minimize conflicts ● communicating with school and district leaders regarding potential conflicts ● following district policies and procedures concerning communication. Serves as a model for other administrators and/or leads professional learning in this area.	E. Utilizes best practices in conflict resolution, constructive conversations, and management related to school needs for all stakeholders and consistently communicates outcomes with school leaders.	E. Inconsistently utilizes best practices in conflict resolution, constructive conversations, and management related to school needs for all stakeholders, and/or inconsistently communicates outcomes with school leaders.	E. Fails to utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs, and/or fails to communicate outcomes with school leaders.
F. Produces clear, convincing evidence of: ● consistently and proactively informing the school community of updates to local, state, and federal laws and regulations ● consistently modeling best practices to promote the safety, success, and well-being of all stakeholders. Serves as a model for other administrators and/or leads professional learning in this area.	F. Informs the school community of: ● current local, state, and federal laws and regulations ● best practices to promote the safety, success, and well-being of all students and adults.	F. Has not fully informed the school community of one or more of the following areas: ● current local, state, and federal laws and regulations ● best practices to promote the safety, success, and well-being of all students and adults.	F. Fails to inform the school community of: ● current local, state, and federal laws and regulations ● best practices to promote the safety, success, and well-being of all students and adults.
G. Produces clear, convincing evidence of consistent collaborative planning with feeder and connecting schools to improve academic success. Serves as a model for other administrators and/or leads professional learning in this area.	G. Consistently collaborates with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	G. Inconsistently collaborates with the school principal to develop and/or maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	G. Fails to collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
H. Serves as a model for other administrators and/or leads professional learning in this area.	H. Develops and maintains effective relationships with the district office and governing board.	H. Has not fully developed and maintained effective relationships with the district office and governing board.	H. Fails to develop and maintain effective relationships with the district office and governing board.

School Administrator Evaluation System

Standard 3: School Operations, Management, and Safety for Assistant Principal Evaluation
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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
I. Produces clear, convincing evidence of consistently and proactively ensuring a culture of school safety for all stakeholders. Serves as a model for other administrators and/or leads professional learning in this area.	I. Consistently collaborates 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 on campus.	I. Inconsistently collaborates 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 on campus.	I. Fails to 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 on campus.
J. Produces clear, convincing evidence of consistent communication and personnel training to ensure compliance with Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. Serves as a model for other administrators and/or leads professional learning in this area.	J. Collaborates 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.	J. Has not fully addressed demonstrated gaps in 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.	J. Fails 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.
K. Produces clear, convincing evidence of consistent collaboration with the school principal to proactively evaluate safety and security concerns and communicating with the principal to strengthen safety at the school site. Serves as a model for other administrators and/or leads professional learning in this area.	K. Consistently collaborates with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	K. Inconsistently collaborates with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	K. Fails to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.
L. Produces clear, convincing evidence of consistent collaboration efforts that have successfully reduced chronic absenteeism and out-of-school suspensions. Serves as a model for other administrators and/or leads professional learning in this area.	L. Consistently collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	L. Inconsistently collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	L. Fails to collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

School Administrator Evaluation System

Standard 4: Student Learning and Continuous School Improvement for Assistant Principal Evaluation *Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of the consistent 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. Serves as a model for other administrators and/or leads professional learning in this area.	A. Assists 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.	A. Inadequately assists 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.	A. Fails to 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.
B. Produces clear, convincing evidence of consistent implementation of the State's student academic standards, the district's adopted curricula, and K-12 reading plan through demonstrated student performance results tied to these benchmarks. Serves as a model for other administrators and/or leads professional learning in this area.	B. Consistently monitors and ensures alignment of the school's learning goals and classroom instruction to all of the following: ● State's student academic standards ● The district's adopted curricula ● K-12 reading plan	B. Inconsistently monitors and ensures alignment of the school's learning goals and classroom instruction to one or two of the following: ● State's student academic standards ● District's adopted curricula ● K-12 reading plan	B. Fails to monitor and ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adapted curricula and K-12 reading plan.
C. Produces clear, convincing evidence of consistent collaborative efforts that have created an evidence-based intervention, acceleration, and enrichment plan focused on learning. Serves as a model for other administrators and/or leads professional learning in this area.	C. Consistently collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning.	C. Inconsistently collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning.	C. Fails to collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning.
D. Produces clear, convincing evidence of consistent increases in student learning and/or gap closure. Serves as a model for other administrators and/or leads professional learning in this area.	D. Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.	D. Inadequately engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.	D. Fails to engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate gaps.
E. Produces clear, convincing evidence of consistent student growth or improved teacher practice as a result of: ● Utilizing comprehensive progress monitoring systems ● Identifying of areas that need improvement ● Coaching to improve student learning. ● Serves as a model for other administrators and/or leads professional learning in this area.	E. Utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.	E. Inconsistently utilizes progress monitoring systems to gather a variety of student performance data, inadequately identifies areas that need improvement, or provides insufficient coaching to improve student learning.	E. Fails to utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and does not provide coaching to improve student learning.

F. Serves as a model for other administrators and/or leads professional learning in this area.	F. Supports and openly communicates the need for, process for, and outcomes of improvement efforts.	F. Inadequately supports or inconsistently communicates the need for, process for, and outcomes of improvement efforts.	F. Fails to support or communicate the need for, process for, and outcomes of improvement efforts.
G. Produces clear, convincing evidence of the consistent implementation of a system to provide meaningful feedback and evaluation of the Florida Educator Accomplished Practices (FEAPs) in a timely manner to stay in compliance with Rule 6A-5.065, F.A.C. and improve instruction. Serves as a model for other administrators and/or leads professional learning in this area.	G. Ensures and monitors the implementation of the Florida Educator Accomplished Practices (FEAPs) as described in Rule 6A- 5.065, F.A.C., by all instructional personnel.	G. Inconsistently monitors the implementation of the Florida Educator Accomplished Practices (FEAPs) as described in Rule 6A- 5.065, F.A.C., by all instructional personnel.	G. Fails to 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.

Standard 5: Learning Environment for Assistant Principal Evaluation

Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistent collaboration with the school principal, students, personnel, and families to maintain a safe, respectful, and student-centered learning environment. Serves as a model for other administrators and/or leads professional learning in this area.	A. Collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment.	A. Inconsistently collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment.	A. Fails to collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment.
B. Produces clear, convincing evidence of consistently involving students, personnel, and families in the facilitation of a comprehensive system that establishes a culture for learning. Serves as a model for other administrators and/or leads professional learning in this area.	B. Facilitates 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.	B. Inconsistently facilitates 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.	B. Fails to 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.
C. Produces clear, convincing evidence of consistent improvement in teachers' practice following the delivery of timely, actionable, and ongoing formative feedback and subsequent coaching. Serves as a model for other administrators and/or leads professional learning in this area.	C. Delivers timely, actionable, and ongoing formative feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	C. Inconsistently delivers actionable and ongoing formative feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	C. Fails to 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.
D. Serves as a model for other administrators and/or leads professional learning in this area.	D. Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	D. Inconsistently supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	D. Fails to support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

Standard 6: Recruitment and Professional Learning for Assistant Principal Evaluation

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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistently assisting the principal to collaborate with stakeholders in order to recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the capacity to promote the literacy achievement and the academic success of all students. Serves as a model for other administrators and/or leads professional learning in this area.	A. Consistently assists the school principal 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.	A. Inconsistently assists the school principal with 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.	A. Fails to assist the school principal 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.
B. Produces clear, convincing evidence of continual improvement of personal practice as a result of attending to and engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. Serves as a model for other administrators and/or leads professional learning in this area.	B. Consistently attends to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	B. Inconsistently attends to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	B. Fails to attend to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
C. Proactively collaborates with the school principal in the consistent collection and analysis of instructional personnel needs, including: ● standards-aligned content, ● evidence-based pedagogy, ● use of instructional technology, and ● data analysis for instructional planning and improvement. Serves as a model for other administrators and/or leads professional learning in this area.	C. Collaborates 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.	C. Inconsistently collaborates with the principal to identify instructional personnel needs, using some or all of the following: ● standards-aligned content, ● evidence-based pedagogy, ● use of instructional technology, and ● data analysis for instructional planning and improvement.	C. Fails to collaborates 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.
D. Produces clear, convincing evidence of consistent collaboration with the school principal, content or grade-level leads, and other school personnel in development and continuous refinement of a school-wide professional learning plan based on the needs of instructional personnel and students aligned with school and district priorities.	D. Collaborates 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 revises elements of the plan as needed.	D. Assists with developing a school-wide professional learning plan without collaboration with teacher leads and/or misalignment of the professional learning plan to the needs of instructional personnel and students, and/or does not revise elements of the plan as needed.	D. Fails to assist the principal in developing a school-wide professional learning plan based on the needs of instructional personnel and students.
E. Produces clear, convincing evidence of consistent collaboration that improved educator practice after engaging in differentiated, need-based opportunities for growth guided by understanding of professional and adult learning strategies. Serves as a model for other administrators and/or leads professional learning in this area.	E. Collaborates 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.	E. Collaborates with the school principal to develop some of the school personnel's professional knowledge and skills, or provides inconsistent access to differentiated, need-based opportunities for growth.	E. Fails to collaborate with the school principal in developing 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.

F. Produces clear, convincing evidence of consistent support of the school principal in the engagement of school personnel in the monitoring and evaluation of professional learning linked to district- and school-level goals to foster continuous improvement. Serves as a model for other administrators and/or leads professional learning in this area.	F. Supports the school principal in monitoring and evaluating professional learning linked to district- and school-level goals that foster continuous improvement.	F. Inconsistently supports the school principal in monitoring and evaluating professional learning linked to district- and school-level goals that foster continuous improvement.	F. Fails to support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals that foster continuous improvement.
G. Produces clear, convincing evidence of consistent support of the school principal in utilizing a system of monitoring and evaluation that consistently monitors and evaluates instructional personnel and assistant principals utilizing meaningful feedback related to professional practice. Serves as a model for other administrators and/or leads professional learning in this area.	G. Collaborates with the school principal to foster continuous improvement by: ● Monitoring and evaluating the professional practice of instructional personnel ● Providing timely, actionable, and ongoing feedback to instructional personnel.	G. Inconsistently collaborates with the school principal to foster continuous improvement by: ● Monitoring and evaluating the professional practice of instructional personnel ● Provide timely, actionable, and ongoing feedback to instructional personnel.	G. Fails to collaborate with the school principal to foster continuous improvement by: ● Monitoring and evaluating the professional practice of instructional personnel ● Providing timely, actionable, and ongoing feedback to instructional personnel.
H. Produces clear, convincing evidence of consistent collaboration with the school principal in the development of a culture of collaboration that includes all stakeholders to be accountable for the shared educational vision, mission and core values of the school. Serves as a model for other administrators and/or leads professional learning in this area.	H. Collaborates with the school principal to establish and sustain a culture of collaboration through professional learning by: ● Utilizing time and resources ● Fostering commitment and mutual accountability to the shared educational vision, mission, and core values of the school.	H. Inadequately collaborates with the school principal to provide professional learning on the educational vision, mission and core values of the school and/or does not foster a community of mutual accountability.	H. Fails to collaborate with the principal to establish and sustain a culture of collaboration through professional learning by: ● Utilizing time and resources ● Fostering commitment and mutual accountability to the shared educational vision, mission, and core values of the school.
I. Produces clear, convincing evidence of creating and consistently implementing a system of proactive planning and continuous improvement of professional learning tightly aligned to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C. Serves as a model for other school administrators in this area.	I. Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by consistently engaging in: ● planning and implementing professional learning ● monitoring change in professional practice evaluating professional learning impact on student outcomes.	I. Inconsistently adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by not engaging in one of more of the following: ● planning and implementing professional learning ● monitoring change in professional practice evaluating professional learning impact on student outcomes.	I. Fails to adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by not: ● planning and implementing professional learning ● monitoring change in professional practice evaluating professional learning impact on student outcomes.

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Standard 7: Building Leadership Expertise for Assistant Principal Evaluation

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistent intentional development of open, productive, caring, and trusting working relationships with school and teacher leaders that have a positive impact on improving instructional practice with standards-aligned content. Serves as a model for other administrators and/or leads professional learning in this area.	A. Consistently develops and supports 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.	A. Inconsistently develops and supports 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.	A. Fails to 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.
B. Serves as a model for other administrators and/or leads professional learning in this area.	B. Collaborates with the school principal to cultivate a diverse group of emerging teacher leaders by: ● Identifying potential teacher leaders ● Developing identified teacher leaders.	B. Lacks collaboration with the school principal to cultivate a diverse group of emerging teacher leaders by not consistently engaging in one or both of the following: ● Identifying potential teacher leaders ● Developing identified teacher leaders.	B. Fails to collaborate with the school principal to cultivate a diverse group of emerging teacher leaders by not consistently engaging in: ● Identifying potential teacher leaders ● Developing identified teacher leaders.
C. Produces clear, convincing evidence of consistent and proactive strong capacity-building systems for aspiring teacher leaders. Serves as a model for other administrators and/or leads professional learning in this area.	C. Regularly develops capacity in teacher leaders by: ● mentoring/coaching potential leaders ● holding potential leaders accountable.	C. Seldomly or inconsistently attempts to develop teacher leadership capacity by not engaging in one more of the following: ● mentoring/coaching potential leaders ● holding potential leaders accountable.	C. Fails to develop capacity by delegating tasks to other school leaders and holding them accountable.
D. Produces clear, convincing evidence of a consistent system of induction, coaching, and mentoring of new personnel. Serves as a model for other administrators and/or leads professional learning in this area.	D. Plans for and provides opportunities for mentoring and coaching new personnel.	D. The assistant principal inadequately engages in one or both of the following: ● Planning for opportunities to mentor new personnel ● Mentoring and coaching new personnel.	D. Fails to plan for and provide opportunities for mentoring and coaching new personnel.

Standard 8: Meaningful Parent, Family and Community Engagement for Assistant Principal Evaluation
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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistent meaningful engagement with stakeholders focused on the community's cultural, social and intellectual context and resources. Serves as a model for other administrators and/or leads professional learning in this area.	A. Understands, values, and employs the community's cultural, social, and intellectual context and resources.	A. Makes attempts to understand and value the community's cultural, social, and intellectual context but does not utilize community resources.	A. Fails to understand, value, and employ the community's cultural, social, and intellectual context and resources.
B. Serves as a model for other administrators and/or leads professional learning in this area.	B. Models and advocates for respectful communication practices among school leaders, parents, students, and other stakeholders.	B. Inconsistently models and advocates for respectful communication practices among school leaders, parents, students, and other stakeholders.	B. Fails to model and advocate for respectful communication practices among school leaders, parents, students, and other stakeholders.
C. Produces clear, convincing evidence of a consistent school-wide culture of visibility and accessibility where all administrators and personnel actively listen and respond to parents, students, and other stakeholders in a timely manner. Serves as a model for other administrators and/or leads professional learning in this area.	C. Consistently maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders.	C. Inconsistently maintains visibility and accessibility and/or inconsistently responds to all stakeholders in a timely manner.	C. Has low visibility, is not perceived as accessible, and/or fails to actively listen and respond to parents, students, and other stakeholders
D. Produces clear, convincing evidence of a system that consistently recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community. Serves as a model for other administrators and/or leads professional learning in this area.	D. Regularly recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.	D. Seldomly or inconsistently recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.	D. Does not recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.
E. Produces clear, convincing evidence of consistent school-wide use of appropriate technologies and multiple forms of two-way communication with parents, students, and families on student expectations and academic performance. Serves as a model for other administrators and/or leads professional learning in this area.	E. Regularly utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	E. Seldomly or inconsistently utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	E. Fails to utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

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Observation Rubric for Principals

Standard 1 Professional and Ethical Norms
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.

Highly Effective	Effective	Needs Improvement	Unsatisfactory

A. Serves as a coach/model for other administrators and/or leads professional learning in this area.	A. Holds self and others accountable to:
	    the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.)
	    guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.),
	    the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
	    State, local school, and governing board policies.
		A. Has had one or more minor lapses in professional judgment that were not in alignment with:
		    the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.)
		    guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.),
		    the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
		    State, local school, and governing board policies.
			A. Has a demonstrated pattern of conduct that does not align with:
			    the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.)
			    guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.),
			    the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
			    State, local school, and governing board policies.

B. Serves as a coach/model for other administrators and/or leads professional learning in this area.	B. Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.	B. Acknowledges that all persons are equal before the law and have inalienable rights, but provides leadership that is inconsistent with the principles of individual freedom outlined in Section 1003.42(3) F.S.	B. Fails to acknowledge that all persons are equal before the law and have inalienable rights, and does not provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3) F.S.
C. Produces clear, convincing evidence of consistent collaboration with the community to address barriers that impact the academic success and well-being of students, the school, families, and the local community. Serves as a coach/model for other administrators and/or leads professional learning in this area.	C. In order to address the academic success and well-being of students, school, families and the local community: • Identifies and recognizes barriers and their impact • Accepts accountability and responsibility for all student learning.	C. In order to address the academic success and well-being of students, school, families and the local community, does not incorporate both of the following: • Identifies and recognizes barriers and their impact • Accepts accountability and responsibility for all student learning.	C. Fails to address the academic success and well-being of students, school, families and the local community: • Identifies and recognizes barriers and their impact • Accepts accountability and responsibility for all student learning.
D. Serves as a coach/model for other administrators and/or leads professional learning in this area.	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 these standards.	D. Has one or more minor lapses in acting ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and/or all other aspects of leadership set forth in these standards.	D. Has a repeated pattern of failing to act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and/or all other aspects of leadership set forth in these standards.

School Administrator Evaluation System

Standard 2 Vision and Mission for Principal Evaluation

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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence that demonstrates a consistent understanding of district and state priorities and how their school vision and mission is aligned. Serves as a coach/model for other administrators and/or leads professional learning in this area.	A. Collaborates with district and school leaders in the alignment of the school vision and mission with **all** of the following: ● District initiatives ● State Board of Education priorities ● Current educational policies (district, state, federal)	A. Does not collaborate with district and school leaders in the alignment of the school vision and mission with **one or two** of the following: ● District initiatives ● State Board of Education priorities ● Current educational policies (district, state, federal)	A. Fails to have a vision and mission aligned to **any** of the following: ● District initiatives ● State Board of Education priorities ● Current educational policies (district, state, federal)
B. Produces clear, convincing evidence that demonstrates a consistent understanding and use of academic data to promote proficiency and growth of all students. Serves as a coach/model for other administrators and/or leads professional learning in this area.	B. Collaborates 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.	B. Collaborates with members of the school but not the larger community using academic data to develop and promote a vision and mission focused on successful learning and the academic development of all students.	B. Fails to collaborate with members of the school and community using academic data to develop and promote a vision and mission
C. Produces clear, convincing evidence that demonstrates consistent collaboration to develop and/or implement the shared educational vision, mission, and core values for the school. Serves as a coach/model for other administrators and/or leads professional learning in this area.	C. Develops, implements, and/or models a shared educational vision, mission, and core values through collaboration within the school community to promote the academic success and well-being of all students.	C. Develops, implements, and/or models a shared educational vision, mission, and core values through collaboration within the school community that promotes the academic success and well-being of some but not all students.	C. Fails 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 students.
D. Produces clear, convincing evidence of consistency in the strategic development, implementation, evaluation, and improvement of systems to achieve the vision and mission of the school. Serves as a coach/model for other administrators and/or leads professional learning in this area.	D. Strategically develops and implements systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	D. Has not strategically developed or implemented systems fully to achieve the vision and mission of the school OR does not reflect and adjust the vision and mission of the school.	D. Fails to develop and implement systems to achieve the vision and mission of the school.
E. Produces clear, convincing evidence of a system that consistently recognizes individuals' contributions aligned to the school vision and mission. Serves as a coach/model for other administrators and/or leads professional learning in this area.	E. Regularly recognizes individuals for contributions toward the school vision and mission.	E. Inconsistently recognizes individuals for contributions toward the school mission and vision.	E. Fails to recognize individuals for contributions toward the school vision and mission.

School Administrator Evaluation System

Standard 3: School Operations, Management, and Safety for Principal Evaluation

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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistently and proactively managing school fiscal resources in ways that promote student success. Serves as a coach/model for other administrators and/or leads professional learning in this area.	A. Manages the school's fiscal resources in a responsible and ethical manner by effectively engaging in: ● Budgeting ● Decision-making ● Accounting practices	A. Has not managed the school's fiscal resources in a responsible and ethical manner effectively in one or more of the following: ● Budgeting ● Decision-making ● Accounting Practices	A. Fails to manages the school's fiscal resources in a responsible and ethical manner by effectively engaging in any of the following: ● Budgeting ● Decision-making ● Accounting Practices
B. Produces clear, convincing evidence of student achievement as a result of consistently staffing and scheduling that is aligned with student learning needs. Serves as a coach/model for other administrators and/or leads professional learning in this area.	B. Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	B. Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address some but not all students' learning needs.	B. Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that fail to optimize their professional capacity and does not address students' learning needs.
C. Produces clear, convincing evidence of a system that consistently organizes time, tasks and projects effectively to protect and optimize all personnel productivity and student learning. Serves as a coach/model for other administrators and/or leads professional learning in this area.	C. Consistently organizes time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning.	C. Inconsistently organizes time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning.	C. Does not organize time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning.
D. Produces clear, convincing evidence of consistently utilizing multiple data points and systems to deliver actionable information that improves the quality and efficiency of operations and management including school safety, climate, and student learning. Serves as a coach/model for other administrators and/or leads professional learning in this area.	D. Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management including: ● School safety ● School climate ● Student learning	D. Has not fully utilized data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management including: ● School safety ● School climate ● Student learning	D. Fails 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.
E. Produces clear, convincing evidence of consistently and proactively: ● building relationships with all stakeholders to minimize conflicts ● communicating with school and district leaders regarding potential conflicts ● following district policies and procedures concerning communication. Serves as a coach/model for other administrators and/or leads professional learning in this area.	E. Utilizes and coaches best practices in conflict resolution, constructive conversations, and management related to school needs for all stakeholders and consistently communicates outcomes with school and district leaders.	E. Inconsistently utilizes or coaches best practices in conflict resolution, constructive conversations, and management related to school needs for all stakeholders, and/or inconsistently communicates outcomes with school and district leaders.	E. Fails to utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs, and/or fails to communicate outcomes with school and district leaders.

F. Produces clear, convincing evidence of: ● systems in place to ensure the school community is consistently and proactively informed of updates to local, state, and federal laws and regulations ● modeling best practices to promote the safety, success, and well-being of all stakeholders. Serves as a coach/model for other administrators and/or leads professional learning in this area.	F. Informs the school community of: ● current local, state, and federal laws and regulations ● best practices to promote the safety, success, and well-being of all students and adults.	F. Has not fully informed the school community of one or more of the following areas: ● current local, state, and federal laws and regulations ● best practices to promote the safety, success, and well-being of all students and adults.	F. Fails to inform the school community of: ● current local, state, and federal laws and regulations ● best practices to promote the safety, success, and well-being of all students and adults.
G. Produces clear, convincing evidence of consistent collaborative planning with feeder and connecting schools to improve academic success. Serves as a coach/model for other administrators and/or leads professional learning in this area.	G. Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	G. Has not fully developed and/or maintained effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	G. Fails to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
H. Serves as a coach/model for other administrators and/or leads professional learning in this area.	H. Develops and maintains effective relationships with the district office and governing board.	H. Has not fully developed and maintained effective relationships with the district office and governing board.	H. Fails to develop and maintain effective relationships with the district office and governing board.
I. Produces clear, convincing evidence of consistently and proactively ensuring a culture of school safety for all stakeholders. Serves as a coach/model for other administrators and/or leads professional learning in this area.	I. Creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe on campus.	I. Has not fully created and maintained systems and structures that promote school security to ensure that students, school personnel, families, and community are safe on campus.	I. Fails to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe on campus.
J. Produces clear, convincing evidence of consistent communication and personnel training to ensure compliance with Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. Serves as a coach/model for other administrators and/or leads professional learning in this area.	J. Ensures 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.	J. Has not fully addressed demonstrated gaps in 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.	J. Fails 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.
K. Produces clear, convincing evidence of consistently and proactively evaluating safety and security concerns and communicates with the district to strengthen safety at the school site. Serves as a coach/model for other administrators and/or leads professional learning in this area.	K. Consistently utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	K. Inconsistently uses a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	K. Fails to utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment.
L. Produces clear, convincing evidence of consistent collaborative efforts that have successfully reduced chronic absenteeism and out-of-school suspensions. Serves as a coach/model for other administrators and/or leads professional learning in this area.	L. Consistently collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	L. Inconsistently collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	L. Fails to collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

School Administrator Evaluation System

Standard 4: Student Learning and Continuous School Improvement for Principal Evaluation *Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistently creating and maintaining a school climate and culture of high expectations and involves families and the local community in fostering high expectations. Serves as a coach/model for other administrators and/or leads professional learning in this area.	A. Creates and maintains a school climate and culture of high expectations.	A. Has not fully created and maintained a school climate and culture of high expectations.	A. Fails to 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.
B. Produces clear, convincing evidence of consistent implementation of the State's student academic standards, the district's adopted curricula, and K-12 reading plan through demonstrated student performance results tied to these benchmarks. Serves as a coach/model for other administrators and/or leads professional learning in this area.	B. Consistently ensures alignment of the school's learning goals and classroom instruction to all of the following: ● State's student academic standards ● The district's adopted curricula ● K-12 reading plan	B. Inconsistently ensures alignment of the school's learning goals and classroom instruction to one or two of the following: ● State's student academic standards ● District's adopted curricula ● K-12 reading plan	B. Fails to ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adapted curricula and K-12 reading plan.
C. Produces clear, convincing evidence of providing consistent and meaningful professional learning to staff that enables interventions, accelerations, and enrichment meeting student needs through reflection, coaching and evaluation. Serves as a coach/model for other administrators and/or leads professional learning in this area.	C. Develops a structure that enables school personnel to: ● work as an effective and coordinated system ● focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs	C. Has not fully developed a structure that enables school personnel to ● Work as an effective and coordinated system ● Focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs.	C. Fails to have a structure that enables personnel to work as a system and focus on providing evidence-based intervention acceleration, and enrichment that meet student needs.
D. Produces clear, convincing and consistent evidence of increased student learning and/or gap closure. Serves as a coach/model for other administrators and/or leads professional learning in this area.	D. Addresses student learning opportunity and achievement gaps through: ● Promoting the effective use of data analysis with school personnel for all student subgroups. Providing coaching to improve student learning and minimize or eliminate achievement gaps.	D. Has not fully addressed student learning opportunity and achievement gaps by not successfully one or both of the following: ● Promoting the effective use of data analysis with school personnel for all student subgroups. Providing coaching to improve student learning and minimize or eliminate achievement gaps.	D. Fails to 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.
E. Produces clear, convincing and consistent evidence of student growth as a result of building a system to leverage a variety of data that encourages student and teacher collaboration for improvement. Serves as a coach/model for other administrators and/or leads professional learning in this area.	E. Monitors student progress 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. to ensure all students demonstrate learning growth.	E. Inconsistently implements progress monitoring systems, leading to varied student learning growth as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.	E. Fails to implement progress monitoring systems that ensure all students demonstrate learning growth as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.

Standard 5: Learning Environment for Principal Evaluation

Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistent collaboration with students, personnel, and families to develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment. Serves as a coach/model for other administrators and/or leads professional learning in this area.	A. Develops and maintains routines and procedures that foster a safe, respectful, and student-centered learning environment.	A. Has demonstrated gaps in developing and maintaining routines that foster a safe, respectful, and student-centered learning environment.	A. Fails to develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.
B. Produces clear, convincing evidence of consistently and proactively involving students, personnel, and families in the development and implementation of a comprehensive system that establishes a culture for learning. Serves as a coach/model for other administrators and/or leads professional learning in this area.	B. Cultivates and protects 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.	B. Has a comprehensive system of policies and procedures to address student misconduct but implements inconsistently.	B. Fails to 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.
C. Produces clear, convincing evidence of consistently improving teachers' practice following the delivery of timely, actionable, and ongoing formative feedback and subsequent coaching. Serves as a coach/model for other administrators and/or leads professional learning in this area.	C. Delivers timely, actionable, and ongoing formative feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	C. Inconsistently delivers actionable, and ongoing formative feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	C. Fails to 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.
D. Produces clear, convincing evidence of consistent prioritization of the master schedule and resources to ensure opportunities for instructional personnel to recognize, understand, and collaborate to respond to student needs to minimize or eliminate achievement gaps. Serves as a coach/model for other administrators and/or leads professional learning in this area.	D. Provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	D. Inconsistently provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	D. Does not provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

Standard 6: Recruitment and Professional Learning for Principal Evaluation

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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistent collaboration with stakeholders in order to recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the capacity to promote the literacy achievement and the academic success of all students. Serves as a coach/model for other administrators and/or leads professional learning in this area.	A. Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	A. Inconsistently recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	A. Fails to 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.
B. Produces clear, convincing evidence of continual improvement of personal practice as a result of attending to and engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. Serves as a coach/model for other administrators and/or leads professional learning in this area.	B. Attends to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	B. Inconsistently attends to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	B. Fails to attend to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
C. Proactively engages staff in the consistent identification of instructional personnel needs, including: ● standards-aligned content, ● evidence-based pedagogy, ● use of instructional technology, and ● data analysis for instructional planning and improvement. Serves as a coach/model for other administrators and/or leads professional learning in this area.	C. Identifies instructional personnel needs, including: ● standards-aligned content, ● evidence-based pedagogy, ● use of instructional technology, and ● data analysis for instructional planning and improvement.	C. Inconsistently identifies instructional personnel needs, using some or all of the following: ● standards-aligned content, ● evidence-based pedagogy, ● use of instructional technology, and ● data analysis for instructional planning and improvement.	C. Fails to identify instructional personnel needs, including: ● standards-aligned content, ● evidence-based pedagogy, ● use of instructional technology, and ● data analysis for instructional planning and improvement.
D. Produces clear, convincing evidence of consistent engagement of school personnel in the development and continuous refinement of a school-wide professional learning plan based on the needs of instructional personnel and students aligned with school and district priorities. Serves as a coach/model for other administrators and/or leads professional learning in this area.	D. Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revises elements of the plan as needed.	D. Develops a school-wide professional learning plan misaligned to the needs of instructional personnel and students, and/or does not revise elements of the plan as needed.	D. Fails to develop a school-wide professional learning plan based on the needs of instructional personnel and students.

E. Produces clear, convincing evidence of continual improvement of educator practice after engaging in differentiated, need-based opportunities for growth guided by understanding of professional and adult learning strategies. Serves as a coach/model for other administrators and/or leads professional learning in this area.	E. Develops 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.	E. Develops some of the school personnel's professional knowledge and skills, or provides inconsistent access to differentiated, need-based opportunities for growth.	E. Fails 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.
F. Produces clear, convincing evidence of consistent engagement of school personnel in the monitoring and evaluation of professional learning linked to district- and school-level goals to foster continuous improvement. Serves as a coach/model for other administrators and/or leads professional learning in this area.	F. Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement.	F. Inconsistently monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement.	F. Fails to monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement.
G. Produces clear, convincing evidence of a system that consistently monitors and evaluates instructional personnel and assistant principals utilizing meaningful feedback related to professional practice. Serves as a coach/model for other administrators and/or leads professional learning in this area.	G. Fosters continuous improvement by: ● Monitoring and evaluating the professional practice of instructional personnel and assistant principals ● Providing timely, actionable, and ongoing evaluative feedback to assistant principals and instructional personnel.	G. Inconsistently fosters continuous improvement by not fully: ● Monitoring and evaluating the professional practice of instructional personnel and assistant principals ● Providing timely, actionable, and ongoing evaluative feedback to assistant principals and instructional personnel.	G. Fails to foster continuous improvement by: ● Monitoring and evaluating the professional practice of instructional personnel and assistant principals ● Providing timely, actionable, and ongoing evaluative feedback to assistant principals and instructional personnel.
H. Produces clear, convincing evidence of a culture of consistent collaboration that includes all stakeholders to be accountable for the shared educational vision, mission and core values of the school. Serves as a coach/model for other administrators and/or leads professional learning in this area.	H. Establishes and sustains a culture of collaboration through professional learning by: ● Providing time and resources; and Fostering commitment and mutual accountability to the shared educational vision, mission, and core values of the school.	H. Provides professional learning on the educational vision, mission and core values of the school, but does not foster a community of mutual accountability.	H. Does not establish and sustain a culture of collaboration through professional learning by: ● Providing time and resources Fostering commitment and mutual accountability to the shared educational vision, mission, and core values of the school.
I. Produces clear, convincing evidence of creating and implementing a system of consistent proactive planning and continuous improvement of professional learning tightly aligned to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C. Serves as a coach/model for other administrators and/or leads professional learning in this area.	I. Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by consistently engaging in: ● Planning and implementing professional learning; ● Monitoring change in professional practice; and Evaluating professional learning impact on student outcomes.	I. Inconsistently adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by not engaging in one of more of the following: ● Planning and implementing professional learning ● Monitoring change in professional practice Evaluating professional learning impact on student outcomes.	I. Fails to adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by not: ● Planning and implementing professional learning ● Monitoring change in professional practice Evaluating professional learning impact on student outcomes.

Standard 7: Building Leadership Expertise for Principal Evaluation

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistent intentional development of open, productive, caring, and trusting working relationships that have a positive impact on improving instructional practice with standards-aligned content. Serves as a coach/model for other administrators and/or leads professional learning in this area.	A. Consistently develops and supports 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.	A. Inconsistently develops and supports 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.	A. Fails to 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.
B. Serves as a coach/model for other administrators and/or leads professional learning in this area.	B. Cultivates current and potential school leaders and assists with the development of a pipeline of future leaders.	B. Identifies potential leaders but lacks consistent procedures to develop a pipeline of future leaders.	B. Fails to implement a process to identify potential leaders resulting in a lack of development of a pipeline of future leaders.
C. Produces clear, convincing evidence of consistent and proactive robust distributed leadership structure(s) that includes leadership opportunities for teachers and other school personnel. Serves as a coach/model for other administrators and/or leads professional learning in this area.	C. Develops capacity by delegating tasks to other school leaders and holding them accountable.	C. Seldomly or inconsistently attempts to develop capacity by delegating tasks to other school leaders and holding them accountable.	C. Fails to develop capacity by delegating tasks to other school leaders and holding them accountable.
D. Produces clear, convincing evidence of consistent and proactive: • Implementation of systems that minimize disruptions caused by staff turnover; • Planning for succession; and • Implementation of effective induction and mentoring for new school personnel. Serves as a coach/model for other administrators and/or leads professional learning in this area.	D. Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	D. Inadequately plans for staff turnover, succession and induction or mentoring of school personnel.	D. Fails to plan for and manage staff turnover, succession, and induction and mentoring of school personnel.

Standard 8: Meaningful Parent, Family and Community Engagement for Principal Evaluation
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.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
A. Produces clear, convincing evidence of consistent, meaningful engagement with stakeholders focused on the community's cultural, social and intellectual context and resources. Serves as a coach/model for other administrators and/or leads professional learning in this area.	A. Understands, values, and employs the community's cultural, social, and intellectual context and resources.	A. Makes attempts to understand and value the community's cultural, social, and intellectual context but does not utilize community resources.	A. Fails to understand, value, and employ the community's cultural, social, and intellectual context and resources.
B. Serves as a coach/model for other administrators and/or leads professional learning in this area.	B. Models and advocates for respectful communication practices among school leaders, parents, students, and other stakeholders.	B. Inconsistently models and advocates for respectful communication practices among school leaders, parents, students, and other stakeholders.	B. Fails to model and advocate for respectful communication practices among school leaders, parents, students, and other stakeholders.
C. Produces clear, convincing evidence of a consistent school-wide culture of visibility and accessibility where all administrators and personnel actively listen and respond to parents, students, and other stakeholders in a timely manner. Serves as a coach/model for other administrators and/or leads professional learning in this area.	C. Consistently maintains high visibility and accessibility, and actively listens and responds to parents, students, and other stakeholders.	C. Inconsistently maintains visibility and accessibility and/or inconsistently responds to all stakeholders in a timely manner.	C. Has low visibility, is not perceived as accessible, and/or fails to actively listen and respond to parents, students, and other stakeholders
D. Produces clear, convincing evidence of a system that consistently recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community. Serves as a coach/model for other administrators and/or leads professional learning in this area.	D. Regularly recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.	D. Seldomly or inconsistently recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.	D. Does not recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.
E. Produces clear, convincing evidence of consistent school-wide use of appropriate technologies and multiple forms of two-way communication with parents, students, and families on student expectations and academic performance. Serves as a coach/model for other administrators and/or leads professional learning in this area.	E. Regularly utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	E. Seldomly or inconsistently utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	E. Fails to utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

Appendix C – Student Performance Measures

In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.

Highly Effective (4)	Effective (3)	Developing/Needs Improvement (2)	Unsatisfactory (1)
More than 80% of students experience gains in proficiency from PM1 to PM3 Or 80% of students are scoring proficient or higher PM 2 for mid-year assessment.	More than 70% of students experience gains in proficiency from PM1 to PM 3 Or 70% of students are scoring proficient or higher at PM 2 for mid-year assessment.	More than 60% of students experience gains in proficiency from PM1 to PM3 Or 60% of students are scoring proficient or higher at PM 2 for mid-year assessment.	Less than 50% of students experience zero (0) point gain in proficiency from PM 1 to PM3 Or Less than 50% of students are scoring proficient or higher at PM2 for mid-year assessment.

Appendix D – Summative Evaluation Forms

In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.

Gadsden County Administrative Evaluation System

EVALUTION FORM: ANNUAL PERFORMANCE LEVEL (*This form is used to calculate a Summative Performance Level*)

Name: _____

School: _____   School Year: _____
Evaluator: _____   District: _____
Evaluator Title: _____   Date Completed: _____

Examine all sources of evidence from the domains of the Marzano Evaluation Protocol as it applies to Instructional Leadership Practice. Incorporate the Deliberate Practice Score from the Marzano professional growth plan. Include the student performance score. Assign an overall evaluation of the school leader' performance, sign the form and obtain the signature of the school leader.

A. Instructional Leadership Practice Score (33.3% of Final Evaluation Rating)
   Marzano Protocol Score _____ x .333 = _____

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

B. Deliberate Practice Score _____ x .333 = _____ (33.3% of Final Evaluation Rating)

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	No Growth	No Growth
Or Grows 2 Levels	Or Grows 2 Level		

C. Student Performance Score: _____ x .334 = _____ (33.4% of Final Evaluation Rating)

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

Rule 6A-5.030, F.A.C. (Effective May 2023)   FORM AEST-2023

D. Final Principal Evaluation Score

Measure	Rating	Score (Rating x Category %)
Instructional Leadership Practice (ILP)		
Student Performance (SP)		
Deliberate Practice (DP)		

Performance levels: ( ) **Highly Effective**   ( ) **Effective**

( ) **Needs Improvement**   ( ) **Unsatisfactory**

School Leader Comment:

School Leader Signature: _____

Date: _____

Evaluator Comment:

Evaluator Signature: _____

Date: _____