**Florida School Leader Assessment (FSLA)**

**Conference Summary/Proficiency Status Update**

**Short Form**

|  |  |
| --- | --- |
| **Leader Name:** | |
| **Supervisor:** | |
| This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe: | Timeframe |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 1: Student Achievement (20%)**  **( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory**  **Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.* | | | | | |
| Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school’s student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 1.1 | Academic Standards |  |  |  |  |
| Indicator 1.2 | Performance Data |  |  |  |  |
| Indicator 1.3 | Planning and Goal Setting |  |  |  |  |
| Indicator 1.4 | Student Achievement Results |  |  |  |  |
| Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 2.1 | Learning Organization |  |  |  |  |
| Indicator 2.2 | School Climate |  |  |  |  |
| Indicator 2.3 | High Expectations |  |  |  |  |
| Indicator 2.4 | Student Performance Focus |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 2: Instructional Leadership (40%)**  **( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory**  **Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.* | | | | | |
| Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 3.1 | FEAPs |  |  |  |  |
| Indicator 3.2 | Standards Based Instruction |  |  |  |  |
| Indicator 3.3 | Learning Goals Alignments |  |  |  |  |
| Indicator 3.4 | Curriculum Alignments |  |  |  |  |
| Indicator 3.5 | Quality Assessments |  |  |  |  |
| Indicator 3.6 | Faculty Effectiveness |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 4.1 | Recruitment and Retention |  |  |  |  |
| Indicator 4.2 | Feedback Practices |  |  |  |  |
| Indicator 4.3 | High Effect Size Strategies |  |  |  |  |
| Indicator 4.4 | Instructional Initiatives |  |  |  |  |
| Indicator 4.5 | Facilitating & Leading Professional Learning |  |  |  |  |
| Indicator 4.6 | Faculty Development Alignments |  |  |  |  |
| Indicator 4.7 | Actual Improvement |  |  |  |  |
| Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 5.1 | Student Centered |  |  |  |  |
| Indicator 5.2 | Success Oriented |  |  |  |  |
| Indicator 5.3 | Diversity |  |  |  |  |
| Indicator 5.4 | Achievement Gaps |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 3: Organizational Leadership (20%)**  **( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory**  **Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.* | | | | | |
| Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 6.1 | Prioritization Practices |  |  |  |  |
| Indicator 6.2 | Problem Solving |  |  |  |  |
| Indicator 6.3 | Quality Control |  |  |  |  |
| Indicator 6.4 | Distributive Leadership |  |  |  |  |
| Indicator 6.5 | Technology Integration |  |  |  |  |
| Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 7.1 | Leadership Team |  |  |  |  |
| Indicator 7.2 | Delegation |  |  |  |  |
| Indicator 7.3 | Succession Planning |  |  |  |  |
| Indicator 7.4 | Relationships |  |  |  |  |
| Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 8.1 | Organizational Skills |  |  |  |  |
| Indicator 8.2 | Strategic Instructional Resourcing |  |  |  |  |
| Indicator 8.3 | Collegial Learning Resources |  |  |  |  |
| Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 9.1 | Constructive Conversations |  |  |  |  |
| Indicator 9.2 | Clear Goals and Expectations |  |  |  |  |
| Indicator 9.3 | Accessibility |  |  |  |  |
| Indicator 9.4 | Recognitions |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 4: Professional and Ethical Behaviors (20%)**  **( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory**  **Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.* | | | | | |
| Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives. | | **Highly Effective** | **Effective** | **Needs**  **Improvement** | **Unsatisfactory** |
| Indicator 10.1 | Resiliency |  |  |  |  |
| Indicator 10.2 | Professional Learning |  |  |  |  |
| Indicator 10.3 | Commitment |  |  |  |  |
| Indicator 10.4 | Professional Conduct |  |  |  |  |

|  |
| --- |
| **Supervisor’s Written Reflections:** |

|  |
| --- |
| **Leader’s Written Reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Leaders’ Signature:** |  |  | **Date:** |  |
| **Supervisor’s Signature:** |  |  | **Date:** |  |

**REVISED 5/28/20**