

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%)					
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory					
<i>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.</i>					
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%)					
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory					
<i>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.</i>					
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		Highly Effective	Effective	Needs Improvement	Unsatisfactory
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initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.					
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%) <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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		Highly Effective	Effective	Needs Improvement	Unsatisfactory	

individuals for good work; and maintaining high visibility at school and in the community.					
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%) <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> 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: _____
 Supervisor's Signature: _____

Date: _____
 Date: _____