Principal/Assistant Principal Evaluation Tool

REVIEW OF EVALUATION DOCUMENTS

Developed Fall 2013

Updated 2021-2022

GADSDEN COUNTY SCHOOL DISTRICT

Superintendent

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http://www.gadsdenschools.org/

Review Goals

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Florida Principal Leadership Standards

https://www.floridaschoolleaders.org/fpls.aspx

Purpose and Structure of the Standards

Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure: There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Domain 1: Student Achievement

Standard 1: Student Learning Results
Effective school leaders achieve results on the school's student learning goals.

   a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
   b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

The leader:

   a. Enables faculty and staff to work as a system focused on student learning;
   b. Maintains a school climate that supports student engagement in learning;
   c. Generates high expectations for learning growth by all students; and
   d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership

Standard 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.

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The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

The leader:

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
c. Promotes school and classroom practices that validate and value similarities and differences among students;
d. Provides recurring monitoring and feedback on the quality of the learning environment;
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: <u>Decision Making</u>
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

The leader:

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: <u>Leadership Development</u>
Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: <u>School Management</u>
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.

The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: <u>Communication</u>
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

The leader:

a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;

c.   Communicates student expectations and performance information to students, parents, and community;
d.   Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e.   Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f.   Utilizes appropriate technologies for communication and collaboration; and
g.   Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior

Standard 10: <u>Professional and Ethical Behaviors</u>
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

The leader:

a.   Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
b.   Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
c.   Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
d.   Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
e.   Demonstrates willingness to admit error and learn from it;
f.   Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

SBE Rule 6A-5.080 Revised November 15, 2011

Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS.
Law Implemented 1012.55, 1012.986, 1012.34 FS. History–New 5-24-05, Formerly 6B-5.0012, Amended 11-15-11.

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The Florida School Leader Assessment (FSLA)

The Process

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:

- ➢ **Guides to self-reflection** on what's important to success as a school leader

- ➢ **Criteria for making judgments** about proficiency that are consistent among raters

- ➢ **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency

- ➢ **Summative evaluations** of proficiency and determination of performance levels

Step 1: Orientation

Step 2: Pre-Evaluation Planning

Step 3: Initial Meeting Between Evaluatee and Evaluator

Step 4: Monitoring, Data Collection, and Application to Practice

Step 5: Mid-Year Progress Review Between Evaluatee and Evaluator

Step 6: Prepare a Consolidated Performance Assessment

Step 7: Year-end Meeting Between Evaluatee and Evaluator

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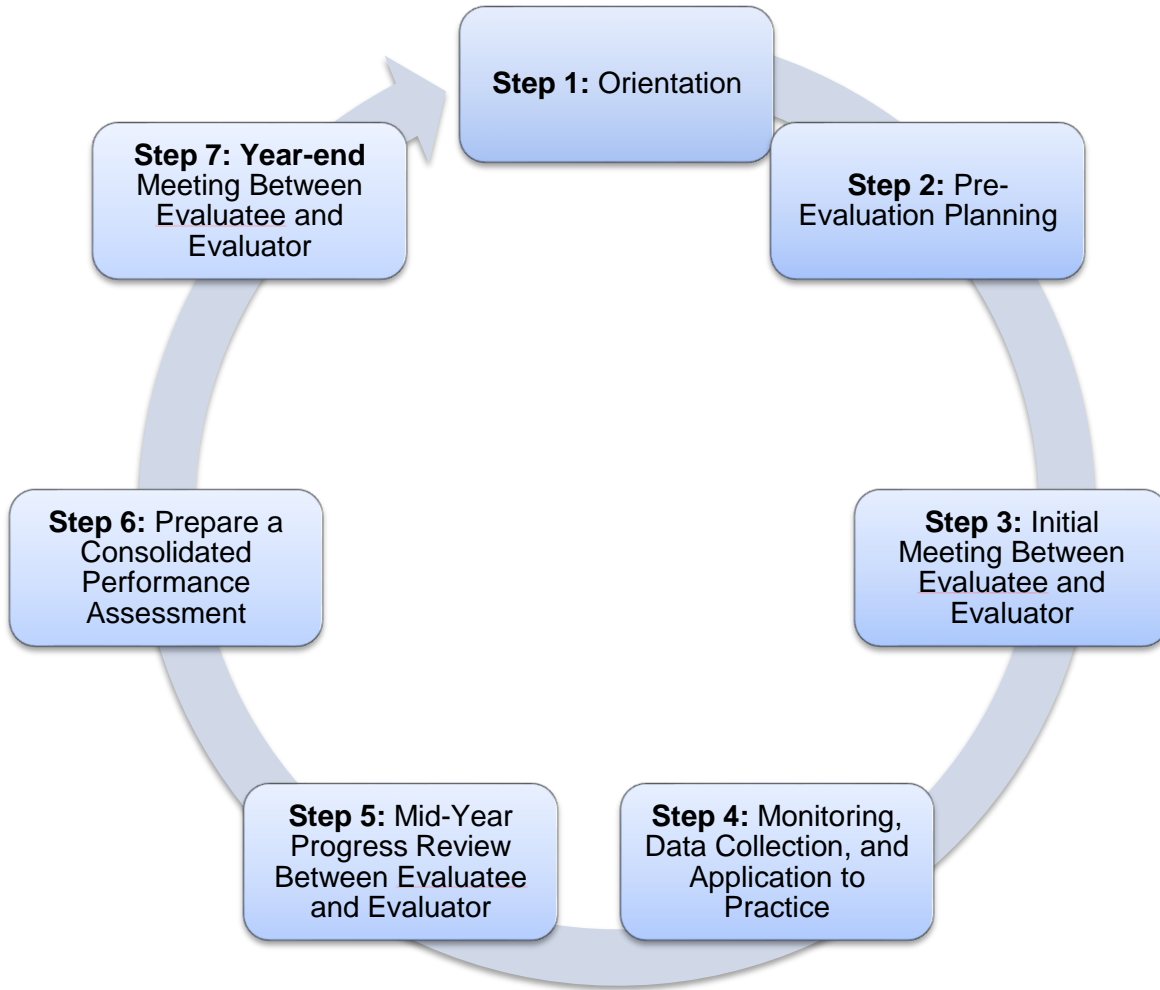
The seven steps of the FSLA are described below:

Step 1: Orientation: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:
- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race To The Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:
- Leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

Step 3: Initial Meeting between Evaluated and Evaluator: A meeting on "expectations" held between leader and supervisor to address the following:
- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
- Proposed targets for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader's growth and the summative evaluation.

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Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.
- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate <u>specific and actionable feedback</u>, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, Communities of Practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between Evaluated and Evaluator: At a mid-year point, a progress review is conducted.
- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
  - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.
  - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
  - The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.

- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a Consolidated Performance Assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.
- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

Step 7: Year-end Meeting between Evaluated and Evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Growth Measures.
- The FSLA score is explained.
- The leader's growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

GADSDEN COUNTY SCHOOL DISTRICT SCHOOL LEADERSHIP EVALUATION MODEL

Florida School Leader Assessment (FSLA)
4 Domains · 10 Proficiency Areas · 45 Indicators

Domain 1 Student Achievement	Domain 2 Instructional Leadership	Domain 3 Organizational Leadership	Domain 4 Professional and Ethical Behaviors
PA 1: Student Learning Results 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 3 - Instructional Plan Implementation** 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 6 - Decision Making** 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 10 - Professional and Ethical Behaviors** Indicator 10.1-Academic Standards Indicator 10.2-Performance Data Indicator 10.3-Planning and Goal Setting Indicator 10.4-Student Achievement Results
	Proficiency Area 4 - Faculty Development 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 7 - Leadership Development** Indicator 7.1-Leadership Team Indicator 7.2-Delegation Indicator 7.3-Succession Planning Indicator 7.4-Relationships	
PA 2: Student Learning as a Priority Indicator 2.1-Learning Organization Indicator 2.2-School Climate Indicator 2.3-High Expectations Indicator 2.4-Student Performance Focus	**Proficiency Area 5 - Learning Environment** Indicator 5.1-Student Centered Indicator 5.2-Success Oriented Indicator 5.3-Diversity Indicator 5.4-Achievement Gaps	**Proficiency Area 8 - School Management** Indicator 8.1-Organizational Skills Indicator 8.2-Strategic Instructional Resourcing Indicator 8.3-Collegial Learning Resources	
		Proficiency Area 9 – Communication Indicator 9.1-Constructive Conversations Indicator 9.2-Clear Goals and Expectations Indicator 9.3-Accessibility Indicator 9.4-Recognitions	

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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.*

		Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.					
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.*

		Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.					
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				

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		Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.					
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				

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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	Academic Standards				
Indicator 10.2	Performance Data				
Indicator 10.3	Planning and Goal Setting				
Indicator 10.4	Student Achievement Results				

Supervisor's Written Reflections:

Leader's Written Reflections:

Leaders' Signature: _____   **Date:** _____

Supervisor's Signature: _____   **Date:** _____

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Additional Metric: Deliberate Practice Guidelines

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP)
Proficiency Area(s) and Target(s) for School Leader Growth
Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.   • The target of a deliberate practice process describe 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 make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.   • The evaluator monitors progress and provides feedback.   • The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish.   • Deliberate practices ratings are based on 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 FSLA evaluation data on a specific indicator or proficiency area, or determined by 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.   Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader's pursuant of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.   Selecting Growth Targets: Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.   Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).   Growth target 3-4: Optional: additional issues as appropriate.   • The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).   The description of a target should be modeled along the lines of learning goals.   • A concise description (rubric) of what the leader will know or be able to do   • Of sufficient substance to take at least 6 weeks to accomplish   • Includes scales or progressive levels of progress that mark progress toward mastery of the goal.   Rating Scheme   • Unsatisfactory = no significant effort to work on the targets   • Needs Improvement = evidence some of the progress points were accomplished but not all of the targets   • Effective = target accomplished   • Highly effective = exceeded the targets and able to share what was learned with others

Sample:
Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.
Scales:
Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.
Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher's learning goals.
Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

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Deliberate Practice Growth Target

School Leader's Name:	**Position:**	
Evaluator's Name:	**Position:**	
Target for School Year:	**Date Growth Target Approved:**	

Deliberate Practice Growth Target #: __ (Insert target identification number here, then check one category below)

  ( ) District Growth Target   ( ) School Growth Target   ( ) Leader's Growth target

Focus issue(s): Why is the target worth pursuing?

Growth Target: Describe what you expect to know or be able to do as a result of this professional learning effort.

Anticipated Gain(s): What do you hope to learn?

-
-

Plan of Action: A general description of how you will go about accomplishing the target.

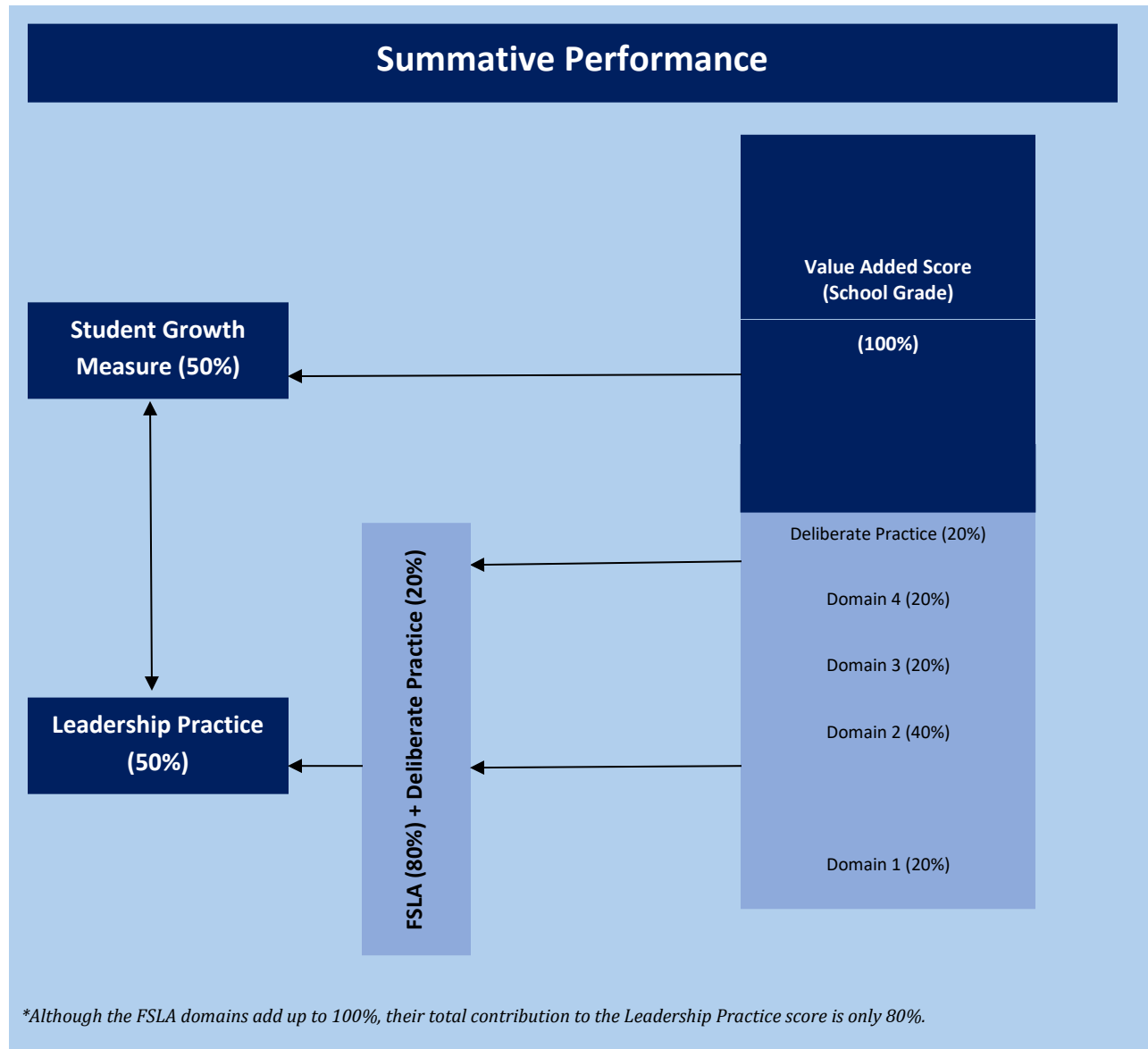**Progress Points:** List progress points or steps toward fulfilling your goal that enable you to monitor your progress.

1.

2.

3.

Notes:

Leaders' Signature:	**Date:**	
Supervisor's Signature:	**Date:**	

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Percentage Breakdown of Summative Performance Score

Summative Performance

Value Added Score (School Grade)

(100%)

Student Growth Measure (50%)

Deliberate Practice (20%)

Domain 4 (20%)

Domain 3 (20%)

Domain 2 (40%)

FSLA (80%) + Deliberate Practice (20%)

Leadership Practice (50%)

Domain 1 (20%)

Although the FSLA domains add up to 100%, their total contribution to the Leadership Practice score is only 80%.

Principal/Assistant Principal Evaluation Tool

Calculate the FSLA Score

<u>At the FSLA scoring stage the model shifts to a weighted point system</u>. Points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 10

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	3 points
A Domain rating of Effective	2 points
A Domain rating of Needs Improvement	1 point
A Domain rating of Unsatisfactory	0 points

The Domain points are multiplied by the Domain's direct weight: The rating is entered in column 2 ("Rating"), the points in column 3 ("Points"), and a weighted score calculated in column 5.

Table 11

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

Example
Table 12

Domain	Rating	Points	Weight	Domain Weighed Score
Domain I: Student Achievement	HE	3	.20	.6
Domain 2:Instructional Leadership	E	2	.40	.8
Domain 3:Organizational Leadership	HE	3	.20	.6
Domain 4: Professional & Ethical Behavior	NI	1	.20	.2

After a Domain Weighted Score is calculated, the scores are converted to a 100-point scale. This process results in a FSLA Score range of 0 to 300 Points.

This table illustrates the conversion of a Domain Weighted value to a 100-point scale.

Example
Table 13

Domain	Rating	Points	Weight	Weighed value	Convert to 100 point scale	Domain Score
Domain 1: Student Achievement	HE	3	.20	.6	x 100	60
Domain 2: Instructional Leadership	E	2	.40	.8	x 100	80
Domain 3: Organizational Leadership	HE	3	.20	.6	x 100	60
Domain 4: Professional and Ethical Behavior	NI	1	20	.2	x 100	20
FSLA Score						220

The Domain scores are added up and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Table 14

FSLA SCORE	FSLA Proficiency Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Deliberate Practice Score
- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader's growth on each will be assessed as HE, E, NI, or U.

Table 15

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieves....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 16

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 17

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

Examples
If Three Growth Targets:
Table 18

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	HE	100
DP TARGET 2	E	80
DP TARGET 3	NI	50
DP Score (target score added together)		230

Deliberate Practice Rating
Table 19

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Summary
80% of the Leadership Practice Score is based on the Florida School Leader Assessment Proficiency Score.
20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score.

How to Calculate a Leadership Practice Score

A. FLSA SCORE:

_____ x .80 = _____

B. Deliberate Practice Score:

_____ x .20 = _____

C. Add scores from calculations A and B above to obtain Leadership Practice Score

Example:

FLSA score of 220 x. 80 = 176

DP score of 230 x .20 = 46

Leadership Practice Score is 222.

Leadership Score Range	Leadership Practice Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Calculating the Annual Performance Level

The School Grade is the value added component of the school leader's evaluation. It is assigned a point value to represent 50% of the school leader's evaluation. See table below.

School Grade	Score
A	300
B	240
C	210
D	180
F	150

The Annual Performance Score (AP) is calculated by adding the Leadership Practice Score (LP) and the School Grade Score (SG). See calculation below:

AP = LP + SG

Leadership Score Range	Annual Performance Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Performance Levels: **( ) Highly Effective   ( ) Effective**
                                  ( ) Needs Improvement   ( ) Unsatisfactory