

Florida School Leader Assessment (FSLA)
Conference Summary/Proficiency Status Update - Short Form

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

Domain 1: Student Achievement				
<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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 1.1 – Academic Standards	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 2.1 - Learning Organization	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 2.2 - School Climate	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 2.3 - High Expectations	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory

Domain 2: Instructional Leadership				
<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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 3.1 - FEAPs	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> 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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 4.1 - Recruitment and Retention	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 4.2- Feedback Practices	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 4.3 - High effect size strategies	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 4.4 - Instructional Initiatives	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	(<input type="checkbox"/> Highly Effective	(<input type="checkbox"/> Effective	(<input type="checkbox"/> Needs Improvement	(<input type="checkbox"/> Unsatisfactory

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.				
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 5.1 - Student Centered	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.3- Diversity	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 3 - Organizational Leadership				
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Scale Levels: <i>(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 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.

<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 6.1- Prioritization Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.2- Problem Solving.	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.3 - Quality Control	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.4 - Distributive Leadership	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.5 - Technology Integration	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 7.1- Leadership Team	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.2 - Delegation	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.3 - Succession Planning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.4 - Relationships	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 8.1 - Organizational Skills	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	
Indicator 9.1-- Constructive Conversations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.3 - Accessibility	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.4 - Recognitions	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 4 - Professional and Ethical Behaviors				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: <i>(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 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.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.1 – Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Evaluator’s Title: _____ Date Completed: _____

Examine all sources of evidence for each of the four domains, using the results from the FSLA process as it applies to the school leader’s performance. Incorporate the Optional Deliberate Practice Score if needed. Refer to the Scoring Guide to rate FSLA and Deliberate Practice. Assign an overall evaluation of the school leader’ performance, sign the form and obtain the signature of the school leader.

- A. Leadership Practice Score [OVERALL 67%]
 FSLA score _____ x .80 = _____ [If DP is an OPT OUT then FSLA score = 100%.]
 Deliberate Practice Score x .20 = _____
 Combined score is Leadership Practice Score: _____ x .67 = _____
- B. + Student Growth Measure Score: _____ x .33 = _____
- C. = Performance Score: _____

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Performance level is Highly Effective Effective Needs Improvement Unsatisfactory

School Leader Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Comments: