



# Administrative Evaluation System



Rule 6A-5.030  
Form AEST-2015  
Effective Date: October 31, 2015

Wakulla County Public Schools  
Superintendent Robert Pearce

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**\*\*Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system 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.**

## 1. Performance of Students

### Directions:

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of student's criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For all school administrators, confirmation of including student performance data for at least three years, 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 must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].

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For all school administrators, 50% (0 -100 points) of the total evaluation is based on the performance of students.

The district utilizes student performance data for the last three years, including the current year and the two years immediately preceding the current. The following formula is used to calculate student growth scores for administrators:

**Student Growth Scores for Administrators =**

**Students who met or exceed Predicted Reading + Students who met or exceed Predicted Math**

**Total # included in Reading VAM + Total # included in Math VAM**

In Wakulla County, the student growth scores are calculated, as follows, for each school administrator: the total number of students who met or exceeded their predicted reading and math scores for the school over the last three years is divided by the total number of students included in the school's reading and math VAM for the last three years. In addition, Wakulla County will accept state provided VAM scores for all administrator evaluations. That percentage becomes the numerical value assigned to the administrator for student performance. If 60% of the students met or exceeded expected growth, the administrator would be assigned 60 points for that portion of the evaluation. The 60 points would represent half (50%) of the administrator's total evaluation.

## Administrator Evaluation Components

### **Part A: Component One: Student Academic Performance Growth: (50% and 100 points)**

Student growth carries a value of 100 points and represents 50% of the final evaluation. The Research and Instructional Accountability Office translates the school's FSA scores (Mathematics and Reading) into a point value between 0 and 100. Wakulla County accepts the VAM three-year aggregate score for administrators. This score falls within a range from 1 – 4, which correlates with Unsatisfactory to Highly Effective. The following conversation chart will be used to convert to the 100-point scale:

VAM Score Conversion	Categorical Rating	= Points
4	Highly Effective	100
3	Effective	79
2	Needs Improvement/Developing	39
1	Unsatisfactory	22

### **Part B: Component Two: Principal Leadership Standard Assessment (Final Self-Assessment): 45% (90 points)**

Wakulla County has identified five categories of effective leaders. These categories reflect the Principal Leadership Standards and carry a value of 90 points and represent 45% of the final evaluation. The five categories include:

- Instructional Leadership
- Discipline and Safety
- Parent and Community Engagement
- Culture
- Operations

### **Part C: Component Three: IPDP: (5% and 10 points)**

This component will measure a compilation of the implementation of the Administrator Self-Assessment and Individual Professional Development Plan.

**Overall Score and Ratings** - The administrator will receive an overall score and rating based on a 200-point scale (100 for the Student Academic Performance, 90 points for demonstrations of the Leadership Standards, and 10 points for the implementation of the Individual Professional Development Plan). CAST cut points, which will determine the overall rating for the school-based administrators, are as follows:

Highly Effective	160 – 200
Effective	80 – 159
Needs Improvement	45 – 79
Unsatisfactory	44 and below

## 2. Instructional Leadership

### Directions

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].
- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices (at conclusion of this template) [Rule 6A-5.030(2)(c)2., F.A.C.].
- For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

For each school administrator, the percentage of the evaluation system that is based on the instructional leadership criterion is 45%. Forty-five percent (45%), or 90 points out of 200 possible, of the evaluation for administrative personnel is based on the principal leadership assessment (final self-assessment). The final self-assessment displays the numerical ratings for each level of proficiency and components of the five leadership categories. The numbers for each component are totaled to produce a final score. The highest rating possible (if an administrator were to receive all "highly effective" ratings for the leadership categories) is 90 points. The Administrator Score for the final self-assessment (90 points or 45%), the IPDP (10 points or 5%) and Student Growth Scores (100 points or 50%) are added together to produce a final evaluation score and rating (200 points or 100%).

VAM Score Conversion	Categorical Rating	= Points
4	Highly Effective	90
3	Effective	69
2	Needs Improvement/Developing	29
1	Unsatisfactory	12

CAST cut points, which will determine the overall rating for the school-based administrators, are as follows:

Highly Effective	70 – 90
Effective	30 – 69
Needs Improvement	13 – 29
Unsatisfactory	12 and below

### **District Evaluation Framework for Administrators:**

After working collectively with an array of stakeholders, Wakulla County Public Schools created an assessment organizing the Florida Leadership Standards around five categories of Effective Leadership. The assessment affords Principals and Assistant Principals the opportunity to reflect on their current leadership and practice and to set goals for the coming year. The self-assessment that follows is conducted three times a year in an effort to promote on-going professional growth. The five categories that define an effective leader are: Instructional Leadership, Discipline and Safety, Parent /Community Engagement, School Culture and Operations. The weighting for each category can be seen in the “April Assessment” column below.

	<b>Instructional Leadership</b>	<b>Discipline and Safety</b>	<b>Parent and Community Involvement</b>	<b>School Culture</b>	<b>Operations</b>
<b>FL Leadership Standards:</b>	1, 2, 3, 4, 5, 6, 7 and 8	2, 5 and 8	5, 7, 8, and 9	4, 6, 9 and 10	4, 6, 8 and 10

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<p>Recruits, retains, and cultivates effective Instructional Coaches and Administrators, and monitors roles and responsibilities through daily/weekly logs, leadership meetings, and coaching cycles. (FL Standards 3, 4, &amp; 7)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Facilitates weekly meetings with Instructional Coaches to discuss best practices and strategically determine professional development needs and avenues for academic support. (FL Standards 3, 4, &amp; 7)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Supports effective instruction and student growth through the implementation of Master Scheduling Guidelines and data-based placement of students and teachers. (FL Standards 4, 5, 6 &amp; 8)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Utilizes School Improvement Plans, Instructional Review Plans, and data analysis to drive instruction, program interventions, and teacher supports. (FL Standards 1, 2, &amp; 4)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Understands how to district/state data to inform instruction and prescribe differentiated learning opportunities. (FL Standards 1 &amp; 2)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Monitors and participates in school-based data chats that include students, teachers, and parents, and Region Superintendents. (FL Standards 1 &amp; 2)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>









<p>Ensures ESOL students are properly funded and serviced at the school level:</p> <ul style="list-style-type: none"> <li>• Provide all necessary accommodations for instruction and assessments based on ELL Plan</li> <li>• Review Student Schedules for proper Coding (Impacts funding. ESOL students are not funded as ESOL after 6 years in the program)</li> <li>• Complete Student Annual Evaluation before anniversary date</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Ensures FTE counts are accurate to reflect appropriate revenue:</p> <ul style="list-style-type: none"> <li>• Review FTE Survey 2 &amp; 3 to identify students and proper funding</li> <li>• Pull ESE 134 Report to compare students listed with students enrolled in school on “day certain”</li> <li>• Review every student not fully funded to determine accuracy or what needs to be corrected (ESE 134 Report)</li> <li>• Review every student that is over funded to determine accuracy or what needs to be corrected (ESE 134 Report)</li> <li>• Work collectively with budget analysis to finalize reports for FTE</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Ensure that accurate attendance is taken on a daily basis:</p> <ul style="list-style-type: none"> <li>• Implement the District Attendance Plan</li> <li>• Review daily FOCUS report identifying teachers that have not taken attendance</li> <li>• Create school-based plan for teachers absent or on leave in order to capture daily attendance for every class</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<ul style="list-style-type: none"> <li>• Make certain a system is established to convert absences to tardies (students late to class)</li> <li>• Monitor the Average Daily Attendance rate and problem solve with support staff to strategically intervene</li> <li>• Use the Early Warning System to identify students that have accumulated a high volume of absences along with patterns of chronic absenteeism</li> </ul>						
<p>Increase the number of Federal Impact AID surveys for eligible students:</p> <ul style="list-style-type: none"> <li>• Assign school-based lead to oversee Federal Impact AID</li> <li>• Work Collectively with School Choice Office to identify criteria for eligible students</li> <li>• Create school-based plan to distribute, receive, and submit surveys to School Choice Office</li> <li>• Create plan to target eligible students and ensure that they receive and return a completed survey</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



Attachment A: Analysis of WCPS School Principal Self-Assessment	2013-14 WCPS Performance Assessment System/ FL Principal Leadership Standards	
Five Categories Defining an Effective Leader	Domains	Standards
<p><b>Category #1: Instructional Leadership</b> - An Instructional Leader is a continuously reflective visible learner who empowers teachers to transform teaching and learning by modeling best practices and providing knowledgeable, data-driven feedback.</p> <ul style="list-style-type: none"> <li>• Develop, articulate, and use a shared vision of instructional excellence to guide and define decisions. (Standards 5&amp;6)</li> <li>• Establish meaningful goals to drive toward continuous school improvement. (Standards 5 &amp; 6)</li> <li>• Ensure that benchmarks, curriculum and instruction are aligned to Florida Standards in order to promote high student achievement. (Standards 1 &amp; 2)</li> <li>• Analyze student achievement data and interpret whether or not students are on track and to assess the health of school programs. Uses results to initiate and manage data-driven change. (Standards 1, 2, &amp; 6)</li> <li>• Promote and participate in focused and strategic common planning, with evidence of coaching cycles, outcomes, and deliverables. (Standard 3)</li> <li>• Work collectively with leadership team members to create common planning agendas that are aligned with informal and formal data sets. (Standard 3)</li> <li>• Use frequent walkthroughs and informal and formal evaluations to provide targeted/timely feedback and leverage support. (Standards 3 &amp; 6)</li> <li>• Recruit, retain, and cultivate effective Instructional Coaches and Administrators, and monitor roles and responsibilities through daily/weekly logs, leadership meetings, and coaching cycles. (Standards 3, 4, &amp; 7)</li> <li>• Facilitate weekly meetings with Instructional Coaches to discuss best practices and strategically determine professional development needs and avenues for academic support. (Standards 3, 4, &amp; 7)</li> <li>• Support effective instruction and student growth through the implementation of Master Scheduling Guidelines and data-based placement of students and teachers. (Standards 4, 5, 6 &amp; 8)</li> <li>• Utilize School Improvement Plans, Instructional Review Plans, and data analysis to drive instruction, program interventions, and teacher supports. (Standards 1, 2, &amp; 4)</li> <li>• Understand how to utilize FCAT, I-Ready, Achieve 3000, DAR, Carnegie, Barton, DIGITS, SRA, and FAA data to inform instruction and prescribe differentiated learning opportunities. (Standard 1 &amp; 2)</li> <li>• Monitor and participate in school-based data chats that include students, teachers, and parents, and Region Superintendents. (Standards 1 &amp; 2)</li> </ul>	<p>2 &amp; 3 2 &amp; 3  1 1 &amp; 3 2 2 2 &amp; 3  2 &amp; 3  2 &amp; 3  2 &amp; 3 1 &amp; 2 1 1</p>	<p>5 &amp; 6 5 &amp; 6  1 &amp; 2 1, 2 &amp; 6 3 3  3 &amp; 6 3, 4, &amp; 7 3, 4, &amp; 7 4, 5, 6 &amp; 8 1, 2, &amp; 4 1 &amp; 2 1 &amp; 2</p>
<p><b>Frequency Count Category 1 - Instructional Leadership</b> (13 Category #1 indicators)</p>	<p>Domain 1 = 5</p>	<p>Standard 1 = 5 Standard 2 = 5</p>

	Domain 2 = 9	Standard 3 = 5 Standard 4 = 4 Standard 5 = 3
	Domain 3 = 7	Standard 6 = 4 Standard 7 = 2  Standard 8 = 1  Standard 9 = 0
	Domain 4 = 0	Standard 10=0
<p><b>Category #2: Discipline and Safety</b> - In order to create an effective learning environment, it is imperative that school leaders establish a safe and secure culture that supports academic and non –academic endeavors. Effective leaders engage all stakeholders in efforts to define, promote, and monitor school discipline and safety to ensure that the atmosphere is conducive to learning.</p> <ul style="list-style-type: none"> <li>• Understand and implement the district’s Student Code of Conduct and establishes a school-wide discipline plan to support board-approved policy. <b>(Standards 2 &amp; 8)</b></li> <li>• Use school-based personnel (APS, Deans, Associate Deans, and Guidance Counselors) to act as student advocates and promote Positive Behavior Support Systems (PBS). <b>(Standards 5 &amp; 8)</b></li> <li>• Develop and monitor school-based Emergency Management Plans and adhere to district protocol for conducting safety drills. (Code Red &amp; Yellow) <b>(Standard 8)</b></li> <li>• Report, monitor, analyze, and problem-solve after accurate collection of discipline data. Strategically place proper personnel to provide immediate support and wrap around services. <b>(Standards 5 &amp; 8)</b></li> </ul>	<p>1 &amp; 3 2 &amp; 3 3  2 &amp; 3</p>	<p>2 &amp; 8 5 &amp; 8 8  5 &amp; 8</p>
<p align="center"><b>Frequency Count Category 2 - Discipline and Safety (4 Category #2 indicators)</b></p>	Domain 1 = 1	Standard 1 = 0  Standard 2 = 1
	Domain 2 = 2	Standard 3 = 0 Standard 4 = 0 Standard 5 = 2

	Domain 3 = 4   	Standard 6 = 0 Standard 7 = 0  Standard 8 = 4  Standard 9 = 0
	Domain 4 = 0	Standard 10=0
<p><b>Category #3: Parent/Community Engagement</b> - Effective leaders provide and support on-going opportunities to involve community members and current stakeholders. With the goal of accelerating student achievement, effective leaders understand the need to activate and involve parents/community members. Collective partnerships will enable all stakeholders to support the vision and goals of the school and district.</p> <ul style="list-style-type: none"> <li>• Participate actively in the school’s community organizations and attends surrounding events. (Standards 7 &amp; 9)</li> <li>• Build community partnerships with Business Organizations. (Standards 7 &amp; 9)</li> <li>• Cultivates a pleasant and inviting school atmosphere. (Evidenced by positive interactions between all school stakeholders.) (Standards 5 &amp;9)</li> <li>• Promote district initiatives such as Parent Nights, School-based events, and District Events. (Standard 9)</li> <li>• Respond to constituent concerns in a timely, efficient, and positive manner. (Standards 8 &amp; 9)</li> </ul>	3 3  2 & 3 3 3	7 & 9 7 & 9  5 & 9 9 8 & 9
<p style="text-align: center;"><b>Frequency Count Category 3 - Parent/Community Engagement (5 Category #3 indicators)</b></p>	Domain 1 = 0	Standard 1 = 0  Standard 2 = 0
	Domain 2 = 1	Standard 3 = 0 Standard 4 = 0 Standard 5 = 1
	Domain 3 = 5	Standard 6 = 0 Standard 7 = 2  Standard 8 = 1  Standard 9 = 5

	Domain 4 = 0	Standard 10= 0
<p><b>Category #4: Culture</b> - Effective leaders establish cultures that demand high expectations for academic, social, emotional, and personal success for all students. An effective culture reinforces positive relationships and respect among all stakeholders.</p> <ul style="list-style-type: none"> <li>• Create a common vision of high expectations that supports positive interactions between all stakeholders. (Standards 9 &amp; 10)</li> <li>• Model respect, a positive attitude, and demonstrate interpersonal skills that value the diversity and talents of all. (Standards 9 &amp; 10)</li> <li>• Recognize and use relevant data (climate surveys, parent committees) to proactively problem-solve and address areas of concern. (Standards 6 &amp; 9)</li> <li>• Actively listen to and involve all stakeholders and value their contributions. (Standards 6, 8, &amp; 10)</li> <li>• Enforce the state of Florida’s Code of Ethics and model this behavior consistently. (Standards 9 &amp; 10)</li> <li>• Recognize and celebrate the successes of the school and stakeholders. (Standards 9 &amp; 10)</li> </ul>	<p>3 &amp; 4 3 &amp; 4 3 3 &amp; 4 3 &amp; 4 3 &amp; 4</p>	<p>9 &amp; 10 9 &amp; 10 6 &amp; 9 6, 8 &amp; 10 9 &amp; 10 9 &amp; 10</p>
<p style="text-align: center;"><b>Frequency Count Category 4 - Culture</b> (6 Category #4 indicators)</p>	Domain 1 = 0	Standard 1 = 0  Standard 2 = 0
	Domain 2 = 0	Standard 3 = 0 Standard 4 = 0 Standard 5 = 0
	Domain 3 = 6	Standard 6 = 2 Standard 7 = 0  Standard 8 = 1  Standard 9 = 5
	Domain 4 = 5	Standard 10= 5
<p><b>Category #5: Operations</b> - Effective school leaders manage the school organization, operations, human capital, and facilities in a way that maximizes usage of all fiscal and human resources. Management of all fiscal and human resources ensures instructional priorities are met, and guidelines for working with select student populations are followed.</p>	<p>3 &amp; 4 3</p>	<p>6,8 &amp;10 6 &amp; 8</p>

<ul style="list-style-type: none"> <li>• Ensure that all fiscal decisions support the implementation of state-, district-, and school-based instructional priorities, and are within the school's budgeted resources. (Standards 6, 8, &amp; 10)</li> <li>• Manage school operations and facilities to promote a safe, efficient, and effective learning environment. (Standards 6 &amp; 8)</li> <li>• Allocate resources and create student/teacher schedules to allow for all legal parameters for ESE and ESOL populations to be met. (Standards 6, 8, &amp; 10)</li> <li>• Use effective strategies for selecting and retaining highly effective personnel. (Standards 4,6, &amp; 8)</li> <li>• Monitor personnel to ensure appropriate professional conduct as it relates to state and district guidelines. (Standards 4,6,8, &amp; 10)</li> <li>•</li> </ul>	<p>3 &amp; 4</p> <p>2 &amp; 3</p> <p>2,3 &amp; 4</p>	<p>6, 8 &amp;10</p> <p>4,6, &amp; 8</p> <p>4,6,8 &amp;10</p>
<p style="text-align: center;"><b>Frequency Count Category 5 - Operations (5 Category #5 indicators)</b></p>	<p>Domain 1 = 0</p>	<p>Standard 1 = 0</p>
	<p>Domain 2 = 2</p>	<p>Standard 2 = 0</p> <p>Standard 3 = 0</p> <p>Standard 4 = 2</p> <p>Standard 5 = 0</p>
	<p>Domain 3 = 5</p>	<p>Standard 6 = 5</p> <p>Standard 7 = 0</p> <p>Standard 8 = 5</p> <p>Standard 9 = 0</p>
	<p>Domain 4 = 3</p>	<p>Standard 10= 3</p>
<p style="text-align: center;"><b>Total Frequency Count for 5 Categories</b></p>	<p>Domain 1 = 6</p>	<p>Standard 1 = 5</p> <p>Standard 2 = 6</p>
	<p>Domain 2 = 14</p>	<p>Standard 3 = 5</p> <p>Standard 4 = 6</p> <p>Standard 5 = 6</p>
	<p>Domain 3 = 27</p>	<p>Standard 6 = 11</p> <p>Standard 7 = 4</p>

		Standard 8 = 12 Standard 9 = 10
	Domain 4 = 8	Standard 10= 8

**Procedures for Observing and Collecting Data:**

Supervisors meet formally with their administrators three times during the school year. At the beginning of the school year, the administrator completes the Leadership Standards Assessment Instrument (shown above). The supervisor also completes the same assessment and gives feedback to the administrator. The supervisor conducts a Mid-Year Interim review of Component III Strategic Plan Targets to include the mid-year self-assessment and Individual Professional Development Plan by the end of January. The April assessment ratings are used to calculate the Leadership Standards component of an administrator's Summative Evaluation. Final completion of the Summative Performance Evaluation is completed once the student growth scores are calculated.

Category #1: Instructional Leadership				
An Instructional Leader is a continuously reflective visible learner who empowers teachers to transform teaching and learning by modeling best practices and providing knowledgeable, data-driven feedback.				
Categories for Instructional Leadership	Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
<p>A. Develop, articulate, and use a shared vision of instructional excellence to guide and define decisions.</p>	<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p> <p>The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p> <p>The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p> <p>The leader's monitoring practices are consistently implemented in a supportive and constructive manner</p> <p>The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p> <p>The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p> <p>The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> <p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p> <p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>

	Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.			
B. Establish meaningful goals to drive towards continuous school improvement.	<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p> <p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of learning goals in standards-based instruction.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.</p> <p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.</p> <p>Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p>	<p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p> <p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p>



	<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student</p>	<p>student reading skills are in use school wide.</p> <p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p> <p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of</p>	<p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p> <p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p> <p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p> <p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.</p> <p>The leader's actions demonstrate a lack of understanding of the importance of establishing clear</p>
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	<p>achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p>	<p>information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.</p>	<p>the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.</p>	<p>expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misleading others.</p>
<p>C. Ensure that benchmarks, curriculum and instruction are aligned to Florida Standards in order to promote high student achievement.</p>	<p>Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic reviews of student work.</p> <p>The leader can articulate which Common Core Standards are designated for implementation in multiple courses.</p> <p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.</p>	<p>The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards.</p> <p>The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions</p> <p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.</p>	<p>Assignments and activities in most, but not all courses relate to the standards in the course descriptions.</p> <p>The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and</p>	<p>Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions.</p> <p>Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.</p> <p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language.</p> <p>The leader's use of FEAPs and common language resources results</p>

	<p>The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.</p> <p>Teacher-leaders at the school use the FEAPs and common language.</p> <p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.</p> <p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>making use of the FEAPs and common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p> <p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>in few faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>
<p>D. Analyze student achievement data and interpret whether or not students are on track and to assess the health</p>	<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment,</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not</p>	<p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use</p>

<p>of school programs. Uses results to initiate and manage data-driven change.</p>	<p>and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p> <p>The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.</p> <p>Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.</p> <p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p> <p>The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.</p> <p>Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p> <p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory.</p> <p>There is significant variation between teachers' student growth measures and principal's assessment of instructional practices</p> <p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that</p>	<p>such data as a basis for making decisions.</p> <p>The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.</p> <p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.</p> <p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps.</p> <p>The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>
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	<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p> <p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>
<p>E. Promotes and participates in focused and strategic common planning, with evidence of coaching cycles, outcomes, and deliverables.</p>	<p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps</p>	<p>The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared</p>	<p>The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic</p>	<p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning</p>

	<p>among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p>	<p>vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning <u>and</u> closing learning performance gaps among student subgroups within the school.</p>	<p>thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p>processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>
<p>F. Works collectively with leadership team members to create common planning agendas that are aligned with informal and formal data sets.</p>	<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students' achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p>	<p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom</p>
<p>G. Uses frequent walkthroughs and informal and formal evaluations to provide targeted/timely feedback and leverage support.</p>	<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>

	<p>the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency</p>	
<p>H. Recruits, retains, and cultivates effective Instructional Coaches and Administrators, and monitors roles and responsibilities through daily/weekly logs, leadership meetings, and coaching cycles.</p>	<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p> <p>Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.</p> <p>The leader encourages staff members to accept leadership responsibilities outside of the school building.</p> <p>The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.</p> <p>A hiring process is clearly communicated including how staff is involved.</p> <p>The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.</p> <p>The leader supports the decisions made as part of the collective decision-making process.</p> <p>Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide</p>	<p>The leader relies on the district office to post notices of vacancies and identify potential applicants.</p> <p>Efforts to identify replacements tend to be slow and come after other schools have made selections.</p> <p>Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.</p> <p>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> <p>No coherent plan or process is employed to encourage quality staff to remain on the faculty</p> <p>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p>
<p>I. Facilitates weekly meetings with Instructional Coaches to discuss best practices and strategically determine</p>	<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on</p>	<p>Focused professional development on priority learning needs is not operational.</p>

<p>professional development needs and avenues for academic support.</p>	<p>on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p> <p>The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning</p>	<p>student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>
<p>J. Supports effective instruction and student growth through the implementation of Master Scheduling Guidelines and data-based placement of students and teachers.</p>	<p>Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.</p> <p>Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.</p> <p>The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.</p>	<p>Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.</p> <p>The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.</p> <p>Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.</p>	<p>Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction is aligned with the standards in some courses.</p> <p>Instruction is delivered in a rigorous manner in some courses.</p> <p>Instruction is culturally relevant for some students.</p> <p>The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.</p>	<p>There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.</p> <p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.</p>



	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>
<p>K. Utilizes School Improvement Plans, Instructional Review Plans, and data analysis to drive instruction, program interventions, and teacher supports.</p>	<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p>	<p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p>
<p>L. Understands how to district/state data to inform instruction and prescribe differentiated learning opportunities.</p>	<p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help</p>	<p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to</p>	<p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of</p>	<p>Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p>

	<p>retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>	<p>meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p>	<p>collaboration, study teams, etc. in order to meet the unique needs of staff.</p>	
<p>M. Monitors and participates in school-based data chats that include students, teachers, and parents, and Region Superintendents.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary</p> <p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, and examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p> <p>The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning <u>and</u> closing learning performance gaps among student subgroups within the school.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher</p> <p>The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum</p> <p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>

	learned from proficient implementation of the essential elements of a learning organization.		performance gaps among student subgroups within the school.	
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**Category #2: Discipline and Safety**

In order to create an effective learning environment, it is imperative that school leaders establish a safe and secure culture that supports academic and non –academic endeavors. Effective leaders engage all stakeholders in efforts to define, promote, and monitor school discipline and safety to ensure that the atmosphere is conducive to learning.

<b>Categories for Discipline and Safety</b>	<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Understands and implements the district's Student Code of Conduct and establishes a school-wide discipline plan to support board-approved policy.	All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.  The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.  The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.  The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.  The leader is unaware of what state and district initiatives are expected to be implemented at the school.
Uses school-based personnel (APS, Deans, Associate Deans, and Guidance Counselors) to act as student advocates and promote Positive Behavior Support Systems (PBS).	The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.  The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are	Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.  Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.  Curriculum resources aligned to state standards by resource publishers/developers are used school	Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.  Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.  Curriculum resources aligned to state standards by text	There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.

	<p>associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	
<p>Develops and Monitors school-based Emergency Management Plans and adheres to district protocol for conducting safety drills.</p>	<p>All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.</p>	<p>Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.</p>	<p>Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.</p> <p>The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.</p>	<p>District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.</p> <p>The leader is unaware of what state and district initiatives are expected to be implemented at the school.</p>
<p>Reports, monitors, analyzes, and problem-solves after accurate collection of discipline data. Strategically places proper personnel to provide immediate support and wrap around services.</p>	<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>

	conducted to determine need for further work.			
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**Category #3: Parent/Community Engagement**

Effective leaders provide and support on-going opportunities to involve community members and current stakeholders. With the goal of accelerating student achievement, effective leaders understand the need to activate and involve parents/community members. Collective partnerships will enable all stakeholders to support the vision and goals of the school and district.

<b>Categories for Parent/Community Engagement</b>	<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
A. Actively participates in the school's community organizations and attends surrounding events.	<p>In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p>	<p>Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community.</p> <p>Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success.</p> <p>Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.</p>	<p>Leader's actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p>	<p>Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>Leader has low visibility to students, staff, and community</p>
B. Builds community partnerships with Business Organizations.	The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the

	<p>success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.</p>	<p>Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.</p>	<p>have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.</p>	<p>school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.</p>
<p>C. Cultivates a pleasant and inviting school atmosphere. (Evidenced by positive interactions between all school stakeholders.)</p>	<p>The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernible subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernible across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p>
<p>D. Promotes district initiatives such as Parent Nights, School-based events, and District events.</p>	<p>All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student</p>	<p>Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student</p>	<p>Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.</p> <p>The leader relies on teachers to implement the initiatives and is</p>	<p>District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.</p> <p>The leader is unaware of what state and district initiatives are</p>

	growth, and shares effective practices and impacts with other school leaders.	implementation of the elements of the initiative.	seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.	expected to be implemented at the school.
E. Responds to constituent concerns in a timely, efficient, and positive manner.	<p>Almost always understands school/customer needs and expectations</p> <p>Almost always responds in a timely manner as the situation dictates and exceeds customer expectations</p> <p>Almost always demonstrates exceptional knowledge and adequately relays information to customers and management</p>	<p>Usually understands school/customer needs and expectations</p> <p>Usually responds in a timely manner as the situation dictates and meets customer expectations</p> <p>Usually demonstrates exceptional knowledge and adequately relays information to customers and management</p>	<p>Sometimes understands school/customer needs and expectations</p> <p>Sometimes responds in a timely manner as the situation dictates and rarely meets customer expectations</p> <p>Sometimes demonstrates exceptional knowledge and adequately relays information to customers and management</p>	<p>Seldom understands school/customer needs and expectations</p> <p>Seldom responds in a timely manner as the situation dictates and does not meet customer expectations</p> <p>Seldom demonstrates exceptional knowledge and adequately relays information to customers and management</p>

Category #4: Culture				
Effective leaders establish cultures that demand high expectations for academic, social, emotional, and personal success for all students. An effective culture reinforces positive relationships and respect among all stakeholders.				
<b>Categories for Culture</b>	<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.

<p>A. Creates a common vision of high expectations that supports positive interactions between all stakeholders.</p>	<p>The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p> <p>The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district.</p> <p>Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p> <p>The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.</p> <p>Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernible subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p> <p>The leader provides limited evidence that they create a safe school either in planning or actions.</p> <p>Collects data on curricular and extra-curricular student involvement.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernible across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system</p> <p>The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.</p> <p>Does not collect data on curricular and extra-curricular student involvement.</p>
<p>B. Models respect, a positive attitude, and demonstrates</p>	<p>The leader shares with others throughout the district strategies that help them put into action their belief</p>	<p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction,</p>	<p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes</p>	<p>The leader limits opportunities for all students to meet high expectations by allowing or</p>



<p>interpersonal skills that value the diversity and talents of all.</p>	<p>that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes</p>	<p>ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs</p>
<p>C. Recognizes and uses relevant data to proactively problem-solve and address areas of concern.</p>	<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p>	<p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p>
<p>D. Actively listens to and involves all stakeholders and values their contributions.</p>	<p>While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.</p> <p>The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.</p> <p>There is evidence of the leader making use of what was learned in constructive conversations with others in the leader's subsequent actions, presentations, and adjustments to actions.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.</p> <p>Leader has effective collegial relationships with most faculty and subordinates.</p> <p>The leader systematically communicates with diverse stakeholders about high achievement for all students</p>	<p>The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development.</p> <p>Relationship skills are employed inconsistently.</p> <p>The leader's communications with stakeholders about high achievement for all students are not carefully planned and implemented.</p>	<p>The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.</p> <p>The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.</p>

<p>E. Enforces the state of Florida's Code of Ethics and models this behavior consistently.</p>	<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p>
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The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving i

<p>F. Recognizes and celebrates the successes of the school and stakeholders.</p>	<p>In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school.</p> <p>Shares the methods that lead to success with other leaders.</p> <p>Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria.</p> <p>Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success</p>	<p>The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.</p>	<p>The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.</p>
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**Category #5: Operations**

Effective school leaders manage the school organization, operations, human capital, and facilities in a way that maximizes usage of all fiscal and human resources. Management of all fiscal and human resources ensures instructional priorities are met, and guidelines for working with select student populations are followed.

<p><b>Categories for Operations</b></p>	<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>A. Ensures that all fiscal decisions support the implementation of state-, district-, and school-based instructional priorities, and are within the school's budgeted resources.</p>	<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and "sun setting" in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of open acknowledgement of undesired outcomes in which the leader and</p>	<p>The leader has a record of evaluating and revising decisions based on new data.</p> <p>Review of decision and follow-up actions are consistently timely</p>	<p>The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> <p>Sub-ordinate leaders are not encouraged to evaluate prior decisions.</p>

	<p>everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p> <p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets</p>
<p>B. Manages school operations and facilities to promote a safe, efficient, and effective learning environment.</p>	<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results</p>
<p>C. Allocates resources and creates student/teacher schedules to allow for all legal parameters for ESE and ESOL populations to be met.</p>	<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping</p>

	<p>indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p>	<p>commitments for schedules and budgets.</p>
<p>D. Uses effective strategies for selecting and retaining highly effective personnel.</p>	<p>The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.</p> <p>Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.</p>	<p>The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.</p>	<p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory.</p> <p>There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.</p>	<p>The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.</p> <p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.</p>
<p>E. Monitors personnel to ensure appropriate professional conduct as it relates to state and district guidelines.</p>	<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p>

		community. As a result the leader adheres to the prescribed ethical conduct.		
F. Monitors PEER for up to date IEPs and three year evaluations.	Almost always monitors PEER for up-to-date IEPs and three year evaluations	Usually monitors PEER for up-to-date IEPs and three year evaluations	Sometimes monitors PEER for up-to-date IEPs and three year evaluations	Seldom monitors PEER for up-to-date IEPs and three year evaluations
G. Ensures services and accommodations included on a student's IEP are being implemented: <ul style="list-style-type: none"> <li>Review Student Service Pages</li> <li>Review Student Goal Page</li> <li>Review Support Log from Teachers &amp; Professionals</li> </ul>	<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p>
H. Ensures ESOL students are properly funded and serviced at the school level: <ul style="list-style-type: none"> <li>Provide all necessary accommodations for instruction and assessments based on ELL Plan</li> </ul>	<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p>

<ul style="list-style-type: none"> <li>Review Student Schedules for proper Coding (Impacts funding. ESOL students are not funded as ESOL after 6 years in the program)</li> <li>Complete Student Annual Evaluation before anniversary date</li> </ul>	<p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	
<p>I. Ensures FTE counts are accurate to reflect appropriate revenue:</p> <ul style="list-style-type: none"> <li>Review FTE Survey 2 &amp; 3 to identify students and proper funding</li> <li>Pull ESE Reports to compare students listed with students enrolled in school on "day certain"</li> <li>Review every student not fully funded to determine accuracy or what needs to be corrected</li> <li>Review every student that is over funded to determine accuracy or what needs to be corrected</li> <li>Work collectively with budget analysis to finalize reports for FTE</li> </ul>	<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>
<p>J. Ensure that accurate attendance is taken on a daily basis:</p>	<p>All initiatives are implemented across the grades and subjects as appropriate</p>	<p>Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full</p>	<p>Some initiatives are implemented across the some of the grades and subjects as appropriate with work in</p>	<p>District and state supported initiatives are not supported by</p>

<ul style="list-style-type: none"> <li>• Implement the District Attendance Plan</li> <li>• Review daily FOCUS report identifying teachers that have not taken attendance</li> <li>• Create school-based plan for teachers absent or on leave in order to capture daily attendance for every class</li> <li>• Make certain a system is established to convert absences to tardies (students late to class)</li> <li>• Monitor the Average Daily Attendance rate and problem solve with support staff to strategically intervene</li> <li>• Use an Early Intervention Plan to identify students that have accumulated a high volume of absences along with patterns of chronic absenteeism</li> </ul>	<p>with full fidelity to the components of each initiative.</p> <p>The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.</p>	<p>fidelity to the components of each initiative.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.</p>	<p>progress to implement the components of each initiative.</p> <p>The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.</p>	<p>the leader with any specific plans, actions, feedback or monitoring.</p> <p>The leader is unaware of what state and district initiatives are expected to be implemented at the school.</p>
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### 3. Other Indicators of Performance

#### Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Leadership Plan
- Other indicators, as selected by the district

#### Part C (Other Indicators of Performance for WCPS) IPDP: (10 points)

This 3<sup>rd</sup> metric assesses the development and implementation of the administrator's Individual Professional Development Plan (IPDP); this constitutes 5% (10 points possible) of an administrator's final evaluation. The combination of an administrator's self-assessment of the Florida Leadership Standards (Component two) and the assessment of the supervisor are used to identify the goals/targets for an administrator's Professional Development Plan.

Scoring the Professional Development Plan:

Level of Proficiency	Rating Rubrics
Highly Effective	Goal/Target(s) met; all progress points achieved; verifiable improvement in the leader's performance
Effective	Goal/Target(s) met; progress points achieved; impact not yet evident
Needs Improvement	Goal/Target(s) not met; but some progress points achieved
Unsatisfactory	Goal/Target(s) not met; nothing beyond one progress point achieved

An administrator's Professional Development Plan has a maximum of 10 points. Each goal/target is assigned an equal portion of the total points; therefore, the points for each goal/target will vary based on the number of targets:

Level of Proficiency	Two Goals/Targets	Three Goals/Targets	Four Goals/Targets
Highly Effective	5	3.33	2.5
Effective	1.5	1	.75
Needs Improvement	.5	.33	.25
Unsatisfactory	0	0	0

**Overall Score and Ratings** - The administrator will receive an overall score and rating based on a 200-point scale (100 points possible for the Student Academic Performance, 90 points possible for demonstrations of the Leadership Standards, and 10 points possible for the implementation of the Individual Professional Development Plan). The total of these three components will determine the overall rating for the school-based administrator based on the following scale:

Highly Effective	160 – 200
Effective	80 – 159
Needs Improvement	45 – 79
Unsatisfactory	44 and below

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#### 4. Summative Evaluation Score

##### Directions:

The district shall provide:

- The summative evaluation form(s); and
  - The scoring method, including how it is calculated and combined; and
  - The performance standards used to determine the summative evaluation rating.  
Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.]; see above
- .....

### 15-16 Administrator Evaluation Scoring Matrix

Employee: \_\_\_\_\_

PIN: \_\_\_\_\_

Supervisors will use this Administrator Evaluation Matrix to produce a final evaluation.

**Part A: Component One: Student Academic Performance Growth: (50% and 100 points)**



**Part B: Component Two: Principal Leadership Standards: 45% (90 points)**



Each indicator and level of proficiency are assigned point values. Below are tables which list these values by category.

Instructional Leadership (13)	U(0)	NI (7.8)	E (23.4)	HE (39)	Totals
• Rating values for each of the <b>13</b> Indicators	(0)	(.6)	(1.8)	(3)	
Discipline and Safety	U(0)	NI (2.4)	E(7.2)	HE (12)	
• Rating values for each of the <b>4</b> Indicators	(0)	(.6)	(1.8)	(3)	
Parent/Community Engagement	U(0)	NI (3)	E(9)	HE (12)	
• Rating values for each of the <b>5</b> Indicators	(0)	(.6)	(1.8)	(2.4)	
School Culture	U(0)	NI (3.6)	E(10.8)	HE (15)	
• Rating values for each of the <b>6</b> Indicators	(0)	(.6)	(1.8)	(2.5)	
Operations	U(0)	NI (3)	E(9)	HE (12)	
• Rating values for each of the <b>11</b> Indicators	(0)	(.3)	(.6)	(1.09)	
<b>Composite Score</b>					

**Part C: Component Three: Professional Development Plan: (5% and 10 points)**

Level of Proficiency	Two Goals/Targets	Three Goals/Targets	Four Goals/Targets
Highly Effective	5	3.33	2.5
Effective	1.5	1	.75
Needs Improvement	.5	.33	.25
Unsatisfactory	0	0	0

**Total Points Earned:**

**Overall Score:**

**Overall Rating:**

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

Supervisory Administrator Signature \_\_\_\_\_

Date \_\_\_\_\_

**Overall Score and Ratings** - The administrator will receive an overall score and rating based on a 200-point scale (100 points possible for the Student Academic Performance – see explanation in section 1; 90 points possible for demonstrations of the Leadership Standards, and 10 points possible for the implementation of the Individual Professional Development Plan: see section 3). The total of these three components will determine the overall rating for the school-based administrator based on the following scale:

Highly Effective	160 – 200
Effective	80 – 159
Needs Improvement	45 – 79
Unsatisfactory	44 and below

## **5. Additional Requirements**

### **Directions:**

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Description of the district’s peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist

personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].

- If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].

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### **Supervising and Evaluating Employees:**

School-based administrators (principals, assistant principals, and deans) are evaluated by their direct supervisor each year. Regional Superintendents serve as supervisors of principals. Assistant principals are evaluated by the principal of the school. Additionally, the superintendent has input into evaluations for principals and assistant principals.

### **Training Programs:**

Those responsible for supervising school based administrative personnel are trained using the common language associated with evaluation. This training for the Leadership Standards along with the evaluation process are held prior to the beginning of the upcoming school year. Supervisors, principals, assistant principals, deans, and district personnel attend the training. The training focuses on understanding the standards, using the FLDOE rubrics and forms associated with the new evaluation system. This training is done annually to ensure that all supervisors and school-based administrators are knowledgeable of the FLDOE Principal Leadership Standards and principal evaluation protocols.

### **Providing Timely Feedback:**

Feedback on the administrator's progress in meeting the Leadership Standards are provided three times per year by the supervisor as indicated below:

<b>Date of Self-Assessment Audit Due</b>	<b>Self-Assessment Audience</b>	<b>Region Superintendent Reflection Meetings Completed By:</b>
October 20, 2015	Principals and Assistant Principals	November 13, 2015
January 15, 2016	Principals and Assistant Principals	February 5, 2016
April 8, 2016	Principals and Assistant Principals	April 30, 2016

Once Principals submit their individualized and personalized self-assessment, Region Superintendents will review and use informal and formal data sets to rate each Principal in all categories identified. (This process will also happen between Assistant Principals and Principals.) Upon completion of the Region Superintendent's reflection, a meeting will be scheduled to review all ratings in order to provide immediate feedback on current readiness levels and practices and to discuss next steps.

### **Professional Development:**

Results of the school-based administrator evaluation are collected in the Evaluation portal from which reports on the ratings of standards and targets are generated. These reports are used for the following:

A. To provide feedback to administrators - The supervisor provides feedback to the administrator at the beginning of the year on the self-assessment of the standards, midyear (Interim Review) and summative feedback at the end of the year.

B. To plan professional development activities for administrators –The results are shared with the Professional Development office which aligns the evaluation results with Master In-service Plan components to be identified to train the administrators in areas in which growth is needed.

Additionally, the IDPD for each school administrator is reviewed and discussed by the supervisor (either by Regional Superintendents for Principals or by Principals for Assistant Principals) throughout the year to determine areas where additional resources and support for implementation may be required.

### **Growth Plans for Those Identified as Less Than Effective:**

Professional Growth Plans are implemented to improve performance for administrators who have an overall rating of needs improvement or for those requiring extra support. The administrative growth plan is used to identify areas of concern (Leadership Standards and Targets) and professional development strategies to improve performance. The growth process for administrator's requiring improvement is outlined below:

#### **Principal Probation/Growth Process**

##### **First Year:**

1. The supervisor identifies school issues and has conversation with principal.
2. The supervisor and principal develop a plan to address specific areas of concern.
3. The supervisor monitors implementation of plan through school walk-throughs and formative data analysis.
4. Mid-year evaluation of principal; formalize concerns and expectations for improvement – Place on probation and write a growth plan with specific professional development strategies and activities for improvement.
5. The supervisor notifies Superintendent/designee that principal has been placed on probation. Deputy Superintendent may choose to meet with principal.
6. The supervisor administers appropriate surveys to gather school-wide data.
7. The supervisor analyzes FAME surveys, School Climate surveys, and other surveys and share feedback with principals.

8. The supervisor analyzes student academic performance data.
9. If issues still exist, cluster administrator will meet with principal regarding reemployment decisions.
10. Principal Summative Evaluation – 3 options:
  - a. Issues resolved – reappoint
  - b. Issues still exist – reappoint on probation with specific improvement plan and timeline
  - c. Major issues still exist – terminate, move, or demote from position

### **Second Year:**

1. The supervisor monitors implementation of principal's improvement plan.
2. Mid-year evaluation – 2 options:
  - a. Issues are being addressed – note on evaluation and add any additional action items
  - b. Little or no progress on issues – terminate or demote mid-year
3. The supervisor notifies Superintendent/designee of principal's status. Superintendent meets with principal who is making little or no progress.
4. End of year – collect and analyze all data.
5. If progress – 2 options:
  - a. Remove from probation
  - b. Extend probation to year 3 with permission of the Superintendent
6. If little progress – 2 options:
  - a. Terminate
  - b. Demote

\*Superintendent can always terminate or demote at will

### **Evaluation of School Administrators:**

School-based administrators (principals, assistant principals, and deans) are evaluated by their direct supervisor each year: Regional Superintendents serve as supervisors of principals and Assistant principals and Deans are evaluated by the Principal of the school. Additionally, the Superintendent has input into evaluations for principals, assistant principals, and deans.

Supervisors meet formally with their administrators three times during the school year. At the beginning of the school year, the administrator completes the Principal Leadership Standards Assessment Instrument. The supervisor also completes the same assessment and gives feedback to the administrator. The supervisor conducts a Mid-Year Interim review of Component III Strategic Plan Targets to include the mid-year self-assessment and Individual Professional Development Plan by the end of January. Final completion of the Summative Performance Evaluation feedback are completed by June 30<sup>th</sup>.

**Parent Input:**

Informally, feedback is provided to school-based administrators through the use of several instruments and sources: district-developed Climate Survey, parent conferences, and other input directly given by parents. During the summer administrative training, the results of these surveys are analyzed and used to determine action plans for moving forward. The results from these surveys are not part of an administrator's summative evaluation.

**Peer Assistance Process:**

Newly appointed administrators are assigned to an experienced principal as a mentor for their first year. Additionally, all principals meet monthly with district administrators and the superintendent for training, support, and informative purposes.

**Input from Instructional Personnel:**

Informally, instructional personnel are able to provide feedback to school administrators through the school's climate survey and informal input by way of meetings and discussions. These results are reviewed by administrators and are used to determine next steps; however, the results are not part of an administrator's summative evaluation.

## **6. District Evaluation Procedures**

**Directions:**

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
  - 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 [Rule 6A-5.030(2)(g)4., F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-



5.030(2)(i), F.A.C.].

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The district superintendent receives results from Human Resource Services. Recommendations for reappointment are made after review of administrative final administrative scores (Summative results are not available until the fall of the following year).

Within 10 days, the administrator and supervisor sign the Summative Performance Evaluation form and forward it to the Human Resources Department for inclusion in the administrator's personnel folder. The administrator receives the original copy and the supervisor maintains a copy of the Summative Performance Evaluation Form, the supporting documentation and the inter-rater form (if applicable). During the Summative Evaluation Conference, student performance data and the written evaluation report are reviewed and discussed; recommendations for re-appointments are made at that time.

The official evaluation provides the option for comments by the administrator. The administrator may attach other comments to the form or send the comments directly to the Division of Human Resource Services.

### **Notification to Department of Education:**

The district complies with this mandate to provide information to the Department. School-based administrators are annual contract employees, subject to nonrenewal at the end of their contract period. Professional Growth Plans are used to improve performance based on the assessment for administrators with an overall rating of needs improvement. The administrative growth plan is used to identify areas of concern (Leadership Standards and Targets) and strategies to improve performance for two consecutive years. The probation process is outlined below:

#### **Principal Probation/Growth Process**

##### **First Year:**

1. The supervisor identifies school issues and has conversation with principal.
2. The supervisor and principal develop a plan to address specific areas of concern.
3. The supervisor monitors implementation of plan through school walk-throughs and formative data analysis.
4. Mid-year evaluation of principal; formalize concerns and expectations for improvement – Place on probation and write a growth plan with specific strategies and activities for improvement.
5. The supervisor notifies Superintendent/designee that principal has been placed on probation. Superintendent may choose to meet with principal.
6. The supervisor administers appropriate surveys to gather school-wide data.

7. The supervisor analyzes School Climate surveys and other input and share feedback with principals.
8. The supervisor analyzes student academic performance data.
9. If issues still exist, the superintendent will meet with principal regarding reemployment decisions.
10. Principal Summative Evaluation – 3 options:
  - a. Issues resolved – reappoint
  - b. Issues still exist – reappoint on probation with specific improvement plan and timeline
  - c. Major issues still exist – terminate, move, or demote from position

### **Second Year:**

1. The supervisor monitors implementation of principal's improvement plan.
2. Mid-year evaluation – 2 options:
  - a. Issues are being addressed – note on evaluation and add any additional action items
  - b. Little or no progress on issues – terminate or demote mid-year
3. The supervisor notifies Superintendent/designee of principal's status. Superintendent meets with principal who is making little or no progress.
4. End of year – collect and analyze all data.
5. If progress – 2 options:
  - a. Remove from probation
  - b. Extend probation to year 3 with permission of the Deputy Superintendent
6. If little progress – 2 options:
  - a. Terminate
  - b. Demote

\*Superintendent can always terminate or demote at will

The district's School Superintendent annually notifies the Department of Education of any school administrators who receive two consecutive years of unsatisfactory evaluations and notifies the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment.

## **7. District Self-Monitoring**

### **Directions:**

The district shall provide a description of its process for annually monitoring its evaluation system. The district monitoring shall determine, at a minimum, the following:

- Evaluators’ understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

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School-based administrators (principals, assistant principals, and deans) will be evaluated by their direct supervisor each year. The superintendent will be the supervisor of principals. Assistant principals and deans will be evaluated by the principal of the school. Additionally, the superintendent will have input into evaluations for assistant principals and deans. For the purpose of this document “administrator” refers to principals, assistant principals, and deans, and “supervisor” refers to their evaluator.

Supervisors will meet formally with their administrators three times during the school year. At the beginning of the school year, the administrator will complete the FLDOE Principal Leadership Standards Assessment Instrument. The supervisor will also complete the same assessment and give feedback to the administrator. The supervisor will conduct a Mid-Year Interim review of Component III Strategic Plan Targets to include the mid-year self-assessment and Individual Professional Development Plan by the end of January. Final completion of the Summative Performance Evaluation feedback will be completed by June 30<sup>th</sup>.

Those responsible for supervising school based administrative personnel are trained using the common language associated with evaluation. This training for the Leadership Standards along with the evaluation process are held prior to the beginning of the upcoming school year. Supervisors, principals, assistant principals, deans, and district personnel attend the training. The training focuses on understanding the standards, using the FLDOE rubrics and forms associated with the new evaluation system. This training is done annually to ensure that all supervisors and

school-based administrators are knowledgeable of the FLDOE Principal Leadership Standards and principal evaluation protocols. To ensure inter-rater reliability, attendees of the training will be assessed through practice scoring opportunities where attendee will discuss their sample evaluation with that of the training facilitator. This training is done annually to ensure that all supervisors and school-based administrators are knowledgeable of the FLDOE Principal Leadership Standards and principal evaluation. This will also allow time for administrators to reflect on the need for more professional development needs in areas associated with the Principal Leadership Standards and/or the evaluation tool itself.

Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]

- o Evaluator’s supervisory staff annually reviews evaluation documents and dates for consistency with evaluation guidelines. The chart below indicates the expected time line to be used.

<b>Date of Self-Assessment Audit Due</b>	<b>Self-Assessment Audience</b>	<b>Region Superintendent Reflection Meetings Completed By:</b>
October 20, 2015	Principals, Assistant Principals, Deans	November 13, 2015
January 15, 2016	Principals, Assistant Principals, Deans	February 5, 2016
April 8, 2016	Principals, Assistant Principals, Deans	June 30, 2016

Once Principals submit their individualized and personalized self-assessment, the Superintendent will review and use informal and formal data sets to rate each Principal in all categories identified. (This process will also happen between Assistant Principals/Deans and Principals.) Upon completion of the Superintendent’s reflection, a meeting will be scheduled to review all ratings in order to provide immediate feedback on current readiness levels and practices and to discuss next steps.

Evaluators follow district policies and procedures for implementation of the evaluation system; [Rule 6A-5.030(2)(j)3., F.A.C.]. The Human Resources Department and/or the evaluator’s supervisory staff annually reviews evaluation documents and dates for consistency with evaluation guidelines. Supervisors will provide feedback to administrators at the beginning of the year on the self-assessment of the standards, midyear (Interim Review) and summative feedback at the end of the year.

Results of the school-based administrator evaluation will be collected in the Evaluation portal from which reports on the ratings of standards and targets will be generated. These reports will be used for the following:

A. Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]. District leadership annually convenes during a summer planning session to disaggregate evaluation data and to identify/direct individual professional develop for the following year.

B. To plan professional development activities for administrators – The results will be shared with the Professional Development office which will align the evaluation results with Master In-service Plan components to be identified to train the administrators in areas in which growth is needed.

C. To develop a professional growth plan to improve performance based on the assessment for administrators with an overall rating of needs improvement. The administrative growth plan is used to identify areas of concern (Leadership Standards and Targets) and strategies to improve performance.

D. Each year a report describing the status of the implementation of the evaluation system will be prepared. Data will be gathered from the evaluation portal and analyzed by the Human Resource Director with input from principals and the superintendent. This information will be disseminated among the stakeholders for review.

E. Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]. District leadership annually convenes during a summer session (Administrative Workshop) to disaggregate evaluation data and to inform/direct school and district improvement plans.

The administrator and supervisor sign the Summative Performance Evaluation form and forward it to the Human Resources Department for inclusion in the administrator's personnel folder. The administrator receives the original copy and the supervisor maintains a copy of the Summative Performance Evaluation Form, the supporting documentation and the inter-rater form (if applicable).