



Washington County School District
652 3rd Street
Chipley, FL 32428

Joseph Taylor, Superintendent

School Administrator Evaluation System



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Part I: Evaluation System Overview

The primary purpose of evaluation is to ensure the quality of instructional services to support student learning and achievement. Washington County school leaders will be evaluated using the Florida Educational Leadership Standards (FELS). The summative annual performance level is based on three factors:

- **Leadership Practice Score:** An assessment of the leader’s proficiency on the Florida Educational Leadership Standards (FELS) as measured by the Washington County School District Evaluation Model, a system for feedback and growth based on the leader’s work and impact of that work on others. The FELS contributes 50% of the summative annual performance level.

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- **Other Indicators:** Professional Development activities and/or college credit hours will be used to determine 15% of the total evaluation. These indicators may include professional development activities and follow up or successful completion of college coursework.
- **Student Growth Measures Score (SGM):** The performance of students under the leader's supervision represents 35% of the annual performance level. The specific growth measures used and applied must conform to Florida Statutes and State Board rules.

Part II: Evaluation System Requirements

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

- The district provides training programs and has processes that ensure:

Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and

Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

- The district's system ensures all school administrators are evaluated at least once a year.

- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:

The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.

The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.

The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.

The evaluator must discuss the written evaluation report with the employee.

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.

The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- The district has procedures for how evaluation results will be used to inform the

Planning of professional development; and
Development of school and district improvement plans.

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The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.

The district school superintendent shall annually notify the Department of Education of any school administrators who

Receive two consecutive unsatisfactory evaluation ratings; or

Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;

Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;

Evaluators provide necessary and timely feedback to employees being evaluated;

Evaluators follow district policies and procedures in the implementation of evaluation system(s);

Use of evaluation data to identify individual professional development; and,

Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	First Administrator Meeting of each school year	A whole group meeting is held at the beginning of the school year to explain and review evaluation criteria, both general and specific, that will be utilized to evaluate the school administrator.
Principals	First Administrator Meeting of each school year	A whole group meeting is held at the beginning of the school year to explain and review evaluation criteria, both general and specific, that will be utilized to evaluate the school administrator.

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FELS adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FELS is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Ongoing throughout the year	Informal observations, administrator conferences such as self-assessment conference, mid-year evaluation, summative evaluation conference, and

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		various discussions throughout the year.
Principals	Ongoing throughout the year	Informal observations, administrator conferences such as self-assessment conference, mid-year evaluation, summative evaluation conference, and various discussions throughout the year.

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	Spring	Within 10 days of observation, then 10 days after student performance is calculated.
Principals	1	Spring	Within 10 days of observation, then 10 days after student performance is calculated.

Part IV: Evaluation Criteria

A. Instructional Leadership

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Washington County, instructional leadership accounts for 50% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

Summative Performance Evaluation Calculation

<u>1st Component</u>	Leadership Practice	<u>Overall Percent</u>
	Florida Educational Leadership Standards	50%
<u>2nd Component</u>	Professional Development Score	15%
<u>3rd Component</u>	Student Growth Measures (SGM)	35%

How to Score the FELS

About the FELS Scoring Process

The state scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FELS to summarize feedback on domains, proficiency areas, and indicators:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement (NI)
 - Unsatisfactory (U)

Weighting: The Leadership Practice score is based on ratings for each of the eight (8) evidence based FELS standards, but the system specifically gives added weight to Standard 4: Student Learning and Continuous School Improvement and Standard 5: Learning Environment. The weights are:

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Standard 1: Professional and Ethical Norms: 10%

Standard 2: Vision and Mission: 10%

Standard 3: School Operations, Management, and Safety: 10%

Standard 4: Student Learning and Continuous School Improvement: 20%

Standard 5: Learning Environment: 20%

Standard 6: Recruitment and Professional Learning: 10%

Standard 7: Building Leadership Expertise: 10%

Standard 8: Meaningful Parent, Family, and Community Engagement: 10%

Embedded Weighting: The use of Standards scores to generate an FELS score results in embedded weighting as the Standards have different numbers of indicators. For example: Standard one (1) has four (4) indicators, and Standard four (4) has seven (7) indicators. The result of this is:

- Standard four indicators have a greater impact on the FSLA results due to direct weighing. There are 7 indicators, but the Standard is weighted at 20%, thus magnifying the impact of that Standard on the final rating.

Proficiency on Indicators leads to an FELS Score:

- Ratings on indicators (using rubrics in the FELS) are combined to generate a rating (HE, E, NI, or U) on each Standard.
- Ratings on Standards are combined (using tables in this scoring guide) to generate a FELS score.

How to determine an FELS Score

Generating a score for the FELS has three steps:

Step One: Rate each Indicator.

Start with judgments on the indicators. Indicators in each Standard Area are rated as HE, E, NI, or U based on accumulated evidence. To assist in this process, the school administrator being evaluated will complete a self-assessment by scoring each of the indicators. These respective ratings are shared and discussed and assist the evaluator in determining a final rating for each indicator, and calculating a FELS score.

Distinguishing between proficiency ratings:

The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be

rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative Standard level.

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FELS require and have made the adjustments and growth necessary to upgrade performance.

The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Step Two: Rate each Standard Area.

Ratings on the indicators in a Standard Area are combined to assign a proficiency level (HE, E, NI, or U) to a Standard Area: The distribution of indicator ratings within a Standard Area result in a Standard Area Rating. Since the number of indicators in a Standard Area varies, the following formulas are applied to assign Standard Area ratings. For each Standard Area, use the appropriate table.

Table 1

For Standard Areas 1,5,7, with four Indicators, each Standard Area is rated:			
Highly Effective (HE) if: three or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE= HE	HE+HE+HE+E=HE	
Effective (E) if: at least three are E or higher and no more than one are NI. None are U.			
Examples:	E+E+E+HE=E	E+E+E+NI=E	E+E+E+E=E

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Needs Improvement (NI) if: Criteria for E not met and no more than one is U.		
Examples:	E+E+NI+NI=NI	HE+HE+NI+NI=NI
		HE+E+U+NI=NI
Unsatisfactory (U) if: two or more are U.		
Examples:	HE+U+U+HE=U	E+NI+U+U=U
		E+E+U+U=U

Table 2

For Standard Area 2,8 with five Indicators , each Standard Area is rated:	
Highly Effective (HE) if: four or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE+HE=HE
	HE+HE+HE+HE+E=HE
Effective (E) if: at least four are E or higher and no more than one are NI. None are U.	
Examples:	E+E+E+E=E
	HE+HE+E+E=E
	HE+E+E+NI=E
	E+E+E+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.	
Examples:	HE+HE+NI+NI=NI
	E+E+NI+NI+U=NI
	NI+NI+NI+U=NI
Unsatisfactory (U) if: two or more are U.	
Examples:	HE+HE+HE+U+U=U
	NI+NI+NI+U+U=U

Table 3

For Standard Area 4 with seven Indicators , the Standard Area is rated:	
Highly Effective (HE) if: five or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE+HE+HE+E=E
Effective (E) if: at least five are E or higher and no more than two are NI. None are U.	
Examples:	HE+HE+E+E+E+NI=NI
	E+E+E+E+NI=NI
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.	
Examples:	E+E+E+NI+NI=NI
	HE+HE+E+E+U+U=NI
	HE+HE+HE+HE+HE+U=NI

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Unsatisfactory (U) if: two or more are U.	
Examples:	HE+HE+HE+HE+HE+U+U=U NI+NI+NI+NI+NI+U+U=U

Table 4

For Standard Area 6 with nine Indicators, the Standard Area is rated:	
Highly Effective (HE) if: six or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE+HE+HE+HE+HE+HE+HE=HE HE+HE+HE+HE+HE+HE+E+E+E=HE
Effective (E) if: six or more are E or higher and no more than three is NI. None are U.	
Examples:	E+E+E+E+E+E+E+E=E E+E+E+E+E+E+HE+HE=E E+E+E+E+E+E+HE+HE+NI=E HE+HE+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than three is U.	
Examples:	NI+NI+NI+NI+NI+NI+NI+NI+NI=NI NI+E+E+NI+HE+NI+NI+NI+U=NI
Unsatisfactory (U) if: six or more are U.	
Examples:	NI+NI+NI+U+U+U+U+U=U HE+HE+HE+U+U+U+U+U=U

Table 5

For Standard Area 3 with Twelve Indicators, each Standard Area is rated:	
Highly Effective (HE) if: eight or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE+HE+HE+HE+HE+HE+HE+HE+HE=HE HE+HE+HE+HE+HE+HE+HE+HE+E+E+E=HE
Effective (E) if: at least eight are E or higher and no more than four are NI. None are U.	
Examples:	HE+HE+E+E+E+E+E+E+E+E+NI=E E+E+E+E+E+E+E+E+NI+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than four are U.	
Examples:	HE+HE+ E+E+E+E+E+E+NI+NI+NI+NI=NI NI+NI+NI+NI+U+U+ E+E+E+E+E =NI

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Unsatisfactory (U) if: four or more are U.	
Examples:	HE+HE+HE+HE+ E+E+E+E+U+U+U+U=U NI+NI+NI+NI+U+U+U+U+U+U+U=U

Step 3: Calculate the FELS Score

At the FELS scoring stage the model shifts to a weighted point system.

Points are assigned to Standard ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 6

STANDARD RATING	POINTS ASSIGNED
A Standard rating of Highly Effective	10 points
A Standard rating of Effective	8 points
A Standard rating of Needs Improvement	5 points
A Standard rating of Unsatisfactory	0 points

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

Table 7

Standard	Rating	Points	Weight	Standard Score
Standard I: Professional and Ethical Norms			1	

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Standard 2: Vision and Mission			1	
Standard 3: School Operations, Management, and Safety			1	
Standard 4: Student Learning and Continuous School Improvement			2	
Standard 5: Learning Environment			2	
Standard 6: Recruitment and Professional Learning			1	
Standard 7: Building Leadership Expertise			1	
Standard 8: Meaningful Parent, Family, and Community Engagement			1	
FELS Score				

FELS Final Score

All points in column 5 Standard Score column are added up for the final FELS score.

EXAMPLE:

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Table 8

Standard	Rating	Points	Weight	Standard Score
Standard 1: Professional and Ethical Norms	HE	10	1	10
Standard 2: Vision and Mission	E	8	1	8
Standard 3: School Operations, Management, and Safety	E	8	1	8
Standard 4: Student Learning and Continuous School Improvement	E	8	2	16
Standard 5: Learning Environment	NI	5	2	10
Standard 6: Recruitment and Professional Learning	NI	5	1	5
Standard 7: Building Leadership Expertise	U	0	1	0
Standard 8: Meaningful Parent, Family, and Community Engagement	HE	10	1	10
FELS Score				67

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The FELS Score is converted to an FELS rating of HE, E, NI, or U based on this scale:

Table 9

FELS SCORE	FELS Proficiency Rating
90 to 100	Highly Effective
70 to 89	Effective
60 to 69	Needs Improvement
0 to 59	Unsatisfactory

B. Other Indicators of Performance

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Washington County, other indicators of performance account for 15% of the school administrator performance evaluation.

Calculating A Professional Development Score

Professional Development activities and/or college credit hours will be used to determine 15% of the total evaluation. These indicators may include professional development activities and follow up or successful completion of college coursework.

Method of calculation for 100 points metric based on Professional Development completion and follow up/or successful completion of college coursework

0 points possible – Completion of less than 10 hours of in-service.

50 points possible – Completion of at least 1 clearly defined professional development activity including follow-up and implementation or 1 college credit hour. (Must complete a minimum of 10 hours of in-service or professional development credit either in a single activity or in multiple activities)

100 points possible – Completion of at least 2 clearly defined professional development activities including follow-up and implementation or 2 or more college credit hours. (Must complete a minimum of 20 hours of in-service or professional development credit either in 2 individual activities or a combination of multiple activities (3 or more) that total 20 hours of credit)

C. Performance of Students

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this

proportion may be determined by administrative responsibilities. In Washington County, performance of students accounts for 35% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

Student Growth Measure Score

Student growth measure score will be based on the most recent three years of student performance data, when available. This would include 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 will be used.

Beginning with the 2024-25 School year, the student performance data will be based on the school grade which is given the school through the Florida Department of Education Florida School Accountability Report.

Florida Department of Education Florida School Accountability Report Grade

A = 4.0

B = 3.5

C = 3.0(48%-53%)

2.5(41%-47%)

D= 1.9

F= 0.9

This score will then be converted to a 100 point scale by multiplying the score by 25.

For example, a school administrator's school receives a "B" for three years in a row.

Three year average = 3.5

Converts to: $3.5 \times 25 = 87.5$ for a Student Growth Measure(SGM).

D. Summative Rating Calculation

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.

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- A. Leadership Practice Score (50%): ___ x .50= ___
 B. Other Indicators (15%) ___ x .15= ___
 C. Student growth Measure Score (35%): ___ x .35= ___
Performance Score (A+B+C): ___

Performance Score Ranges	Performance Level Rating
90 to 100	Highly Effective
70 to 89	Effective
60 to 69	Needs Improvement
0 to 59	Unsatisfactory

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district’s calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school assistant principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

Example 1: Highly Effective Elementary Principal

- A. Leadership Practice Score (50%): 90 x .50= 45
 B. Other Indicators (15%) 100 x .15= 15
 C. Student growth Measure Score (35%): 100 x .35= 35
Performance Score (A+B+C): = 95

Performance Score Ranges	Performance Level Rating
90 to 100	Highly Effective
70 to 89	Effective
60 to 69	Needs Improvement
0 to 59	Unsatisfactory

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Example 2: Unsatisfactory Secondary Principal

- A. Leadership Practice Score (50%): 50 x .50 = 25
B. Other Indicators (15%): 50 x .15 = 7.5
C. Student growth Measure Score (35%): 50 x .35 = 17.5
Performance Score (A+B+C): **= 50**

Performance Score Ranges	Performance Level Rating
90 to 100	Highly Effective
70 to 89	Effective
60 to 69	Needs Improvement
0 to 59	Unsatisfactory

Appendix A – Evaluation Framework Crosswalks

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and wellbeing of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1.1
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1.2
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1.3
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1.4
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2.1
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	2.2
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2.3
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2.4
e. Recognize individuals for contributions toward the school vision and mission.	2.5
3. School Operations, Management, and Safety	

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Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:

a. Collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3.1
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	3.2

c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	3.3
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3.4
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3.5
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3.6
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3.7
h. Develop and maintain effective relationships with the district office and governing board;	3.8
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3.9
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3.10
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3.11
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3.12

4. Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:

a. Assist with the implementation and monitoring of systems and structures that enable	4.1
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instructional personnel to promote high expectations for the academic growth and well-being of all students;	
b. Monitor and ensure the school’s learning goals and classroom instruction are aligned to the state’s student academic standards, and the district’s adopted curricula and K12 reading plan;	4.2
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4.3
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4.4
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	4.5
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4.6
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4.7

5. Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:

a. Collaborate with the school principal to maintain a safe, respectful, and student centered learning environment;	5.1
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5.2
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and	5.3
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5.4

6. Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:

a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6.1
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6.2

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c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6.3
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6.4
e. Collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6.5
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6.6
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	6.7
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6.8
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6.9
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and wellbeing of all students. Assistant principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	7.1
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	7.2
c. Develop capacity in teacher leaders and hold them accountable; and	7.3
d. Plan for and provide opportunities for mentoring new personnel.	7.4
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	8.1
b. Model and advocate for respectful communication practices between school leaders,	8.2

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parents, students, and other stakeholders;	
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8.3
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8.4
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8.5

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors

Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and wellbeing of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1.1
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1.2
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1.3
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1.4
2. Vision and Mission	

<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2.1
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	2.2
c. Collaborate to develop, implement, and model a shared educational vision, mission,	2.3

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and core values within the school community to promote the academic success and well-being of all students;	
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2.4
e. Recognize individuals for contributions toward the school vision and mission.	2.5
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3.1
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	3.2
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	3.3
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3.4
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	3.5
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3.6
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3.7
h. Develop and maintain effective relationships with the district office and governing board;	3.8
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3.9
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3.10
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3.11
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3.12
4. Student Learning and Continuous School Improvement	

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<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	4.1
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4.2
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	4.3
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	4.4
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	4.5
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	4.6
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4.7
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5.1
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5.2
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5.3
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5.4
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6.1

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b.	Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6.2
c.	Identify instructional personnel needs, including standards-aligned content, evidence based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6.3
d.	Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6.4
e.	Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6.5
f.	Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6.6
g.	Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6.7
h.	Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6.8
i.	Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6.9
7. Building Leadership Expertise		
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and wellbeing of all students. School principals:</i>		
a.	Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	7.1
b.	Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7.2
c.	Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7.3
d.	Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7.4
8. Meaningful Parent, Family, and Community Engagement		
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>		

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a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	8.1
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8.2
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8.3
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8.4
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8.5

Appendix B – Observation Instruments for School Administrators

Assistant Principal Self-Assessment Florida School Leader Assessment (FSLA)

Assistant Principal:

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Evaluating Principal:

This form summarizes feedback about proficiency on the standards marked below based on consideration of evidence encountered during this timeframe:

Standard 1: Professional and Ethical Norms <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
Standard Area 1 - Professional and Ethical Norms: <i>Effective educational leaders act ethically and according to professional norms to promote the academic success and wellbeing of all students. All school administrators:</i>				
Indicator 1.1 – Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 1.2 – Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 1.3 – Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families,	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished school	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to	<input type="checkbox"/> Needs Improvement The leader attempts to act	<input type="checkbox"/> Unsatisfactory The expectation of progressing

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and local community; and	community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	promote the academic success and well-being of all students.	ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	practice is not met.
Indicator 1.4 - Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	() Highly Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	() Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

Standard 2: Vision and Mission				
() Highly Effective () Effective () Needs Improvement () Unsatisfactory				
Standard 2: Vision and Mission: <i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</i> <i>Assistant principals:</i>				
Indicator 2.1 – Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 2.2 – Collaborate in the collection, analysis, and utilization of student academic data to help	() Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with	() Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision,	() Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and	() Unsatisfactory The expectation of progressing practice is not met.

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drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	mission, and core values to promote the academic success and well-being of all students.	enact a shared vision, mission, and core values to promote the academic, success and well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 2.3 – Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 2.4 – Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 2.5 – Recognize individuals for contributions toward the school vision and mission.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Effective	() Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

Standard 3 - School Operations, Management, and Safety

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<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Standard 3 – School Operations, Management, and Safety: <i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:</i>				
Indicator 3.1 – Collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.2 – Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.3 – Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.4 – Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.5 – Utilize best practices in conflict resolution, constructive	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school	<input type="checkbox"/> Effective The leader manages school operations and resources to cultivate a	<input type="checkbox"/> Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.

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conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	safe school environment and provide the academic success and well-being of all students.	environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 3.6 – Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.7 – Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.8 – Develop and maintain effective relationships with the district office and governing board;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.9 – Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.10 – Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

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Indicator 3.11 – Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.12 – Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

Standard 4 - Student Learning and Continuous School Improvement

() Highly Effective () Effective () Needs Improvement () Unsatisfactory

Standard 4 - Student Learning and Continuous School Improvement:

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:

Indicator 4.1 – Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.2 – Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K12 reading plan;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.3 – Collaborate with teachers and the school leadership	() Highly Effective The leader exceeds the high expectations of an	() Effective The leader acts as an agent for	() Needs Improvement The leader attempts to act as an agent for continuous improvement	() Unsatisfactory

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team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students	continuous improvement to promote the academic success and well-being of all students	to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The expectation of progressing practice is not met.
Indicator 4.4 – Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.5 – Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.6 – Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.7 – Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

<p>Standard 5 - Learning Environment</p> <p>() Highly Effective () Effective () Needs Improvement () Unsatisfactory</p>

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Standard 5 - Learning Environment:

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:

<p>Indicator 5.1 – Collaborate with the school principal to maintain a safe, respectful, and student centered learning environment;</p>	<p style="text-align: center;">() Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p style="text-align: center;">() Effective</p> <p>The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p style="text-align: center;">() Needs Improvement</p> <p>The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful.</p>	<p style="text-align: center;">() Unsatisfactory</p> <p>The expectation of progressing practice is not met.</p>
<p>Indicator 5.2 – Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;</p>	<p style="text-align: center;">() Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p style="text-align: center;">() Effective</p> <p>The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p style="text-align: center;">() Needs Improvement</p> <p>The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful.</p>	<p style="text-align: center;">() Unsatisfactory</p> <p>The expectation of progressing practice is not met.</p>
<p>Indicator 5.3 – Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and</p>	<p style="text-align: center;">() Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p style="text-align: center;">() Effective</p> <p>The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p style="text-align: center;">() Needs Improvement</p> <p>The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful.</p>	<p style="text-align: center;">() Unsatisfactory</p> <p>The expectation of progressing practice is not met.</p>
<p>Indicator 5.4 – Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.</p>	<p style="text-align: center;">() Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p style="text-align: center;">() Effective</p> <p>The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p style="text-align: center;">() Needs Improvement</p> <p>The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful.</p>	<p style="text-align: center;">() Unsatisfactory</p> <p>The expectation of progressing practice is not met.</p>

Standard 6 - Recruitment and Professional Learning

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<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Standard 6 - Recruitment and Professional Learning: <i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i>				
Indicator 6.1 – Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 6.2 – Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students	<input type="checkbox"/> Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students	<input type="checkbox"/> Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met
Indicator 6.3 – Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students	<input type="checkbox"/> Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students	<input type="checkbox"/> Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met

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<p>Indicator 6.4 – Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met</p>
<p>Indicator 6.5 – Collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met</p>
<p>Indicator 6.6 – Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met</p>
<p>Indicator 6.7 –</p>	<p>() Highly Effective</p>	<p>() Effective</p>	<p>() Needs Improvement</p>	<p>() Unsatisfactory</p>

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<p>Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;</p>	<p>The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>The expectation of progressing practice is not met</p>
<p>Indicator 6.8 – Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met</p>
<p>Indicator 6.9 – Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met</p>

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Standard 7 - Building Leadership Expertise

Highly Effective
 Effective
 Needs Improvement
 Unsatisfactory

Standard 7 - Building Leadership Expertise:

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and wellbeing of all students. Assistant principals:

	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory
Indicator 7.1 – Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 7.2 – Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful	() Unsatisfactory The expectation of progressing practice is not met
Indicator 7.3 – Develop capacity in teacher leaders and hold them accountable; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful	() Unsatisfactory The expectation of progressing practice is not met
Indicator 7.4 –	() Highly Effective	() Effective	() Needs Improvement	The expectation of progressing

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Plan for and provide opportunities for mentoring new personnel.	The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students	The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful	practice is not met
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Standard 8 - Meaningful Parent, Family, and Community Engagement
 Highly Effective Effective Needs Improvement Unsatisfactory

Standard 8 - Meaningful Parent, Family, and Community Engagement:

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:

Indicator 8.1 – Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 8.2 – Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders	<input type="checkbox"/> Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.

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	to promote the academic success and well-being of all students.		and well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 8.3 – Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 8.4 – Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 8.5 – Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of	() Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are	() Unsatisfactory The expectation of progressing practice is not met.

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	all students.		inconsistently or partially successful.	
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Assistant Principal Signature:	Date:
Evaluating Principal Signature:	Date:

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Principal Self-Assessment
Florida School Leader Assessment (FSLA)

Principal:
Assistant Superintendent:
This form summarizes feedback about proficiency on the standards marked below based on consideration of evidence encountered during this timeframe:

Standard 1: Professional and Ethical Norms <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Standard Area 1 - Professional and Ethical Norms: Effective educational leaders act ethically and according to professional norms to promote the academic success and wellbeing of all students. All school administrators:				
Indicator 1.1 – Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished school leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 1.2 – Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished school	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.

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principles of individual freedom outlined in section 1003.42(3), F.S.;	community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.			
Indicator 1.3 – Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 1.4 - Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.

Standard 2: Vision and Mission			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

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Standard 2: Vision and Mission: *Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:*

<p>Indicator 2.1 – Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;</p>	<p><input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</p>	<p><input type="checkbox"/> Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</p>	<p><input type="checkbox"/> Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students</p>	<p><input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 2.2 – Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;</p>	<p><input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</p>	<p><input type="checkbox"/> Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</p>	<p><input type="checkbox"/> Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students</p>	<p><input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 2.3 – Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;</p>	<p><input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</p>	<p><input type="checkbox"/> Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</p>	<p><input type="checkbox"/> Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students</p>	<p><input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 2.4 – Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting</p>	<p><input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with</p>	<p><input type="checkbox"/> Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared</p>	<p><input type="checkbox"/> Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and</p>	<p><input type="checkbox"/> Unsatisfactory</p>

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when applicable; and	stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	vision, mission, and core values to promote the academic success and well-being of all students.	core values to promote the academic, success and well-being of all students	The expectation of progressing practice is not met.
Indicator 2.5 – Recognize individuals for contributions toward the school vision and mission.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students	() Unsatisfactory The expectation of progressing practice is not met.

Standard 3 - School Operations, Management, and Safety
 Highly Effective Effective Needs Improvement Unsatisfactory

Standard 3 - School Operations, Management, and Safety:

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:

Indicator 3.1 – Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.2 – Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that	() Highly Effective The leader exceeds the high expectations of an accomplished	() Effective The leader manages school	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment	() Unsatisfactory The expectation of

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optimize their professional capacity to address all students' learning needs;	leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	progressing practice is not met.
Indicator 3.3 – Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.4 – Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.5 – Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.6 –	() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory

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<p>Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;</p>	<p>The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students</p>	<p>The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.</p>	<p>The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>The expectation of progressing practice is not met.</p>
<p>Indicator 3.7 – Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students</p>	<p>() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.</p>	<p>() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 3.8 – Develop and maintain effective relationships with the district office and governing board;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students</p>	<p>() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.</p>	<p>() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 3.9 – Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment</p>	<p>() Effective The leader manages school operations and resources to cultivate a safe school environment and</p>	<p>() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>

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	and promote the academic success and well-being of all students	provide the academic success and well-being of all students.		
Indicator 3.10 – Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.11 – Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.12 – Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

Standard 4 - Student Learning and Continuous School Improvement

Highly Effective
 Effective
 Needs Improvement
 Unsatisfactory

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Standard 4 - Student Learning and Continuous School Improvement:

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:

Indicator 4.1 – Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.2 – Ensure alignment of the school’s learning goals and classroom instruction to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.3 – Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.4 – Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.5 – Ensure all students	() Highly Effective	() Effective	() Needs Improvement The leader attempts to act as	() Unsatisfactory

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demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The expectation of progressing practice is not met.
Indicator 4.6 – Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 4.7 – Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

Standard 5 - Learning Environment					
() Highly Effective		() Effective		() Needs Improvement	() Unsatisfactory
Standard 5 - Learning Environment:					
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>					
Indicator 5.1 – Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school	() Effective The leader cultivates a caring, rigorous, and supportive school community that promotes the academic	() Needs Improvement The leader attempts to cultivate a caring, rigorous, and	() Unsatisfactory The expectation of progressing practice is not met.	

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	community that promotes the academic success and well-being of students.	success and well-being of students	supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful	
Indicator 5.2 – Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.	() Effective The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students	() Needs Improvement The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 5.3 – Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.	() Effective The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students	() Needs Improvement The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 5.4 – Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic	() Effective The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being	() Needs Improvement The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are	() Unsatisfactory The expectation of progressing practice is not met.

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	success and well-being of students.	of students	inconsistently or partially successful
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Standard 6 - Recruitment and Professional Learning
 Highly Effective Effective Needs Improvement Unsatisfactory

Standard 6 - Recruitment and Professional Learning:
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:

<p>Indicator 6.1 – Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;</p>	<p style="text-align: center;"><input type="checkbox"/> Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p style="text-align: center;"><input type="checkbox"/> Effective</p> <p>The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p style="text-align: center;"><input type="checkbox"/> Needs Improvement</p> <p>The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p style="text-align: center;"><input type="checkbox"/> Unsatisfactory</p> <p>The expectation of progressing practice is not met.</p> <p>The expectation of progressing practice is not met.</p>
<p>Indicator 6.2 – Attend to personal learning and</p>	<p style="text-align: center;"><input type="checkbox"/> Highly Effective</p> <p>The leader exceeds the high</p>	<p style="text-align: center;"><input type="checkbox"/> Effective</p>	<p style="text-align: center;"><input type="checkbox"/> Needs Improvement</p>	<p style="text-align: center;"><input type="checkbox"/> Unsatisfactory</p>

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<p>effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;</p>	<p>expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>The expectation of progressing practice is not met.</p>
<p>Indicator 6.3 – Identify instructional personnel needs, including standards-aligned content, evidence based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;</p>	<p style="text-align: center;">() Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p style="text-align: center;">() Effective</p> <p>The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p style="text-align: center;">() Needs Improvement</p> <p>The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all</p>	<p style="text-align: center;">() Unsatisfactory</p> <p>The expectation of progressing practice is not met.</p>

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			students. Attempts are inconsistently or partially successful.	
<p>Indicator 6.4 – Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 6.5 – Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>

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		promote the academic success and well-being of all students.	learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 6.6 – Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 6.7 – Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

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<p>Indicator 6.8 – Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and</p>	<p align="center">() Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p align="center">() Effective</p> <p>The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p align="center">() Needs Improvement</p> <p>The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p align="center">() Unsatisfactory</p> <p>The expectation of progressing practice is not met.</p>
<p>Indicator 6.9 – Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.</p>	<p align="center">() Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p align="center">() Effective</p> <p>The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p align="center">() Needs Improvement</p> <p>The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p align="center">() Unsatisfactory</p> <p>The expectation of progressing practice is not met.</p>

Standard 7 - Building Leadership Expertise

Highly Effective
 Effective
 Needs Improvement
 Unsatisfactory

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Standard 7 - Building Leadership Expertise: <i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and wellbeing of all students. School principals:</i>				
Indicator 7.1 – Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 7.2 – Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 7.3 – Develop capacity by delegating tasks to other school leaders and holding them accountable; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 7.4 – Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

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Standard 8 - Meaningful Parent, Family, and Community Engagement <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Standard 8 - Meaningful Parent, Family, and Community Engagement: <i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>				
Indicator 8.1 – Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met
Indicator 8.2 – Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met

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			ips and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 8.3 – Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met
Indicator 8.4 – Recognize parents, students, and other	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes	<input type="checkbox"/> Effective The leader utilizes	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

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<p>stakeholders for contributions and engagement that enhance the school community; and</p>	<p>multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.</p>	<p>multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.</p>	<p>The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>The expectation of progressing practice is not met</p>
<p>Indicator 8.5 – Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.</p>	<p style="text-align: center;">() Highly Effective</p> <p>The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.</p>	<p style="text-align: center;">() Effective</p> <p>The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.</p>	<p style="text-align: center;">() Needs Improvement</p> <p>The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p style="text-align: center;">() Unsatisfactory</p> <p>The expectation of progressing practice is not met</p>

School Administrator Evaluation System

			ntly or partially successful .	
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School Principal Signature:	Date:
Assistant Superintendent Signature:	Date:

School Administrator Evaluation System

FSLA Summative Assessment Tool
Florida School Leader Assessment (FSLA)

Evaluation on:
Evaluator:
This form summarizes proficiency on the standards and indicators based on consideration of evidence encountered during this timeframe: _____

Standard 1: Professional and Ethical Norms <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Standard Area 1 - Professional and Ethical Norms: Effective educational leaders act ethically and according to professional norms to promote the academic success and wellbeing of all students. All school administrators:				
Indicator 1.1 – Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students	<input type="checkbox"/> Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 1.2 – Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the	<input type="checkbox"/> Effective The leader is a school community leader who acts ethically and according to professional norms to promote the	<input type="checkbox"/> Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.

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	academic success and well-being of all students.	well-being of all students		
Indicator 1.3 – Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	() Highly Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	() Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 1.4 - Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	() Highly Effective The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	() Effective The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

Standard 2: Vision and Mission				
() Highly Effective	() Effective	() Needs Improvement	() Unsatisfactory	
Standard 2: Vision and Mission: <i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>				
Indicator 2.1 – Collaborate with district and school leaders in the alignment of the school vision and mission	() Highly Effective The leader exceeds the high	() Effective The leader collaborates	() Needs Improvement The leader attempts to	() Unsatisfactory The expectation of

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with district initiatives, State Board of Education priorities, and current educational policies;	expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students	progressing practice is not met.
Indicator 2.2 – Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 2.3 – Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the	<input type="checkbox"/> Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the	<input type="checkbox"/> Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.

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	academic success and well-being of all students.	academic success and well-being of all students.		
Indicator 2.4 – Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 2.5 – Recognize individuals for contributions toward the school vision and mission.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Effective The leader collaborates with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to collaborate with stakeholders to develop, advocate, and enact a shared vision, mission, and core values to promote the academic, success and well-being of all students	() Unsatisfactory The expectation of progressing practice is not met.

Standard 3 - School Operations, Management, and Safety
 Highly Effective Effective Needs Improvement Unsatisfactory

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Standard 3 - School Operations, Management, and Safety: <i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>				
Indicator 3.1 – Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well –being of all students	<input type="checkbox"/> Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.2 – Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well –being of all students	<input type="checkbox"/> Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.3 – Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well –being of all students	<input type="checkbox"/> Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.

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			well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 3.4 – Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.5 – Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.6 – Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote	() Effective The leader manages school operations and resources to cultivate a safe school	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe	() Unsatisfactory The expectation of progressing practice is not met.

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	the academic success and well-being of all students	environment and provide the academic success and well-being of all students.	school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 3.7 – Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.8 – Develop and maintain effective relationships with the district office and governing board;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
Indicator 3.9 – Create and maintain systems and structures that promote school security to ensure that students,	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to	() Effective The leader manages school operations and resources to	() Needs Improvement The leader attempts to	() Unsatisfactory The expectation of progressing

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<p>school personnel, families, and community are safe;</p>	<p>cultivate a safe school environment and promote the academic success and well-being of all students</p>	<p>cultivate a safe school environment and provide the academic success and well-being of all students.</p>	<p>manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>practice is not met.</p>
<p>Indicator 3.10 – Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students</p>	<p>() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.</p>	<p>() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 3.11 – Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students</p>	<p>() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.</p>	<p>() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>

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			or partially successful.	
Indicator 3.12 – Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students	() Effective The leader manages school operations and resources to cultivate a safe school environment and provide the academic success and well-being of all students.	() Needs Improvement The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

Standard 4 - Student Learning and Continuous School Improvement () Highly Effective () Effective () Needs Improvement () Unsatisfactory					
Standard 4 - Student Learning and Continuous School Improvement: <i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.</i> <i>School principals:</i>					
Indicator 4.1 – Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.	
Indicator 4.2 – Ensure alignment of the school’s learning goals and classroom instruction to the state’s student	() Highly Effective The leader exceeds the high expectations	() Effective The leader acts as an	() Needs Improvement The leader attempts to act as an agent for continuous	() Unsatisfactory The expectation of	

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<p>academic standards, and the district’s adopted curricula and K-12 reading plan;</p>	<p>of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.</p>	<p>agent for continuous improvement to promote the academic success and well-being of all students</p>	<p>improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>progressing practice is not met.</p>
<p>Indicator 4.3 – Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.</p>	<p>() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students</p>	<p>() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 4.4 – Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.</p>	<p>() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students</p>	<p>() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 4.5 – Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.</p>	<p>() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students</p>	<p>() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>

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				or partially successful.	
	Indicator 4.6 – Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
	Indicator 4.7 – Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.	() Effective The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students	() Needs Improvement The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.

Standard 5 - Learning Environment					
() Highly Effective		() Effective		() Needs Improvement	
() Unsatisfactory					
Standard 5 - Learning Environment:					
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>					
	Indicator 5.1 – Develop and maintain routines and	() Highly Effective The leader exceeds the	() Effective	() Needs Improvement	() Unsatisfactory

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<p>procedures that foster a safe, respectful, and student-centered learning environment;</p>	<p>high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p>The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students</p>	<p>The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful</p>	<p>The expectation of progressing practice is not met.</p>
<p>Indicator 5.2 – Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p>() Effective The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students</p>	<p>() Needs Improvement The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 5.3 – Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p>() Effective The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students</p>	<p>() Needs Improvement The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 5.4 – Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.</p>	<p>() Effective The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students</p>	<p>() Needs Improvement The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>

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Standard 6 - Recruitment and Professional Learning				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Standard 6 - Recruitment and Professional Learning:				
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>				
Indicator 6.1 – Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 6.2 – Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	<input type="checkbox"/> Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	<input type="checkbox"/> Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	<input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.
Indicator 6.3 – Identify instructional personnel needs, including standards-aligned content, evidence based	<input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader	<input type="checkbox"/> Effective The leader builds the collective and individual	<input type="checkbox"/> Needs Improvement The leader attempts to build	<input type="checkbox"/> Unsatisfactory The expectation of

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<p>pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;</p>	<p>who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>progressing practice is not met.</p>
<p>Indicator 6.4 – Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>
<p>Indicator 6.5 – Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;</p>	<p>() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and</p>	<p>() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic</p>	<p>() Unsatisfactory The expectation of progressing practice is not met.</p>

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			well-being of all students.	success and well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 6.6 – Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.	
Indicator 6.7 – Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	() Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.	
Indicator 6.8 – Provide time and resources to establish and sustain a professional culture of collaboration and commitment to	() Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and	() Effective The leader builds the collective and individual professional capacity of	() Needs Improvement The leader attempts to build the collective and individual	() Unsatisfactory	

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<p>the shared educational vision, mission, and core values of the school with mutual accountability; and</p>	<p>individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p>professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p>The expectation of progressing practice is not met.</p>
<p>Indicator 6.9 – Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.</p>	<p><input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p><input type="checkbox"/> Effective The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</p>	<p><input type="checkbox"/> Needs Improvement The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.</p>	<p><input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.</p>

<p align="center">Standard 7 - Building Leadership Expertise <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>				
<p>Standard 7 - Building Leadership Expertise: <i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and wellbeing of all students. School principals:</i></p>				
<p>Indicator 7.1 – Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by</p>	<p><input type="checkbox"/> Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other</p>	<p><input type="checkbox"/> Effective The leader actively cultivates, supports, and develops other leaders within the organization</p>	<p><input type="checkbox"/> Needs Improvement The leader attempts to cultivate, support, and develop other leaders within</p>	<p><input type="checkbox"/> Unsatisfactory The expectation of progressing practice is not met.</p>

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	standards-aligned content;	leaders within the organization to promote the academic success and well-being of all students.	to promote the academic success and well-being of all students.	the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	
	Indicator 7.2 – Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
	Indicator 7.3 – Develop capacity by delegating tasks to other school leaders and holding them accountable; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.
	Indicator 7.4 – Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of	() Effective The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students.	() Unsatisfactory The expectation of progressing practice is not met.

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	all students.		Attempts are inconsistently or partially successful.	
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Standard 8 - Meaningful Parent, Family, and Community Engagement
 Highly Effective Effective Needs Improvement Unsatisfactory

Standard 8 - Meaningful Parent, Family, and Community Engagement:

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:

	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.1 – Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The expectation of progressing practice is not met.
Indicator 8.2 – Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to	The leader utilizes multiple means of reciprocal communication to build relationships	The leader attempts to utilize multiple means of reciprocal communication	The expectation of progressing practice is not met.

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		build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	and collaborate with stakeholders to promote the academic success and well-being of all students.	to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	
Indicator 8.3 – Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	() Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.	
Indicator 8.4 – Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	() Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all	() Unsatisfactory The expectation of progressing practice is not met.	

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				students. Attempts are inconsistently or partially successful.	
Indicator 8.5 – Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	() Highly Effective The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Effective The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students.	() Needs Improvement The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	() Unsatisfactory The expectation of progressing practice is not met.	

Leadership Practice Score:

1. Transfer the overall Standard rating into the Rating column (column 2).
2. Convert the rating into points (HE=10, E=8, NI=5, U=0), and enter into the Points column (column 3).
3. Multiply the points by the number in the Weight column (column 4), and enter the result in the Standard Score column (column 5).
4. Add up all scores in the Standard Score column (column 5) to obtain the final Leadership Practice Score.
5. Enter the Leadership Practice Score into the Summative Form.

Standard	Rating	Points	Weight	Standard
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				Score
Standard 1: Professional and Ethical Norms			1	
Standard 2: Vision and Mission			1	
Standard 3: School Operations, Management, and Safety			1	
Standard 4: Student Learning and Continuous School Improvement			2	
Standard 5: Learning Environment			2	
Standard 6: Recruitment and Professional Learning			1	
Standard 7: Building Leadership Expertise			1	
Standard 8: Meaningful Parent, Family, and Community Engagement			1	
Leadership Practice Score				

Appendix C – Student Performance Measures

Student Growth Measure Score

Student growth measure score will be based on the most recent three years of student

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performance data, when available. This would include the current year and the two years immediately preceding the current year, if available. If less than the three most recent years of data are available, those years for which data are available will be used.

The student performance data will be based on the school grade which is given the school through the Florida Department of Education Florida School Accountability Report.

Florida Department of Education Florida School Accountability Report Grade:

A = 4.0

B = 3.5

C = 3.0(48%-53%)

2.5(41%-47%)

D= 1.9

F= 0.9

This score will then be converted to a 100 point scale by multiplying the score by 25.

For example, a school administrator's school receives a "B" for three years in a row.

Three- year average = 3.5

Converts to: $3.5 \times 25 = 87.5$ for a Student Growth Measure (SGM).

Appendix D – Summative Evaluation Forms

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This form is used to calculate a Summative Performance Level.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Evaluator's Title: _____ Date Completed: _____

Examine all sources of evidence for each of the eight standards, using the results from the FELS process as it applies to the school leader's performance. Refer to the Scoring Guide to rate FELS data, and the Student Growth Measure (SGM). Assign an overall evaluation of the school leader's performance, sign the form and obtain the signature of the school leader.

Leadership Practice Score:

Standard	Rating	Points	Weight	Standard Score
Standard 1: Professional and Ethical Norms			1	
Standard 2: Vision and Mission			1	
Standard 3: School Operations, Management, and Safety			1	
Standard 4: Student Learning and Continuous School Improvement			2	
Standard 5: Learning Environment			2	
Standard 6: Recruitment and Professional Learning			1	
Standard 7: Building Leadership Expertise			1	
Standard 8: Meaningful Parent, Family, and Community Engagement			1	
Leadership Practice Score				

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Leadership Practice Final Score

All points in column 5 Standard Score column are added up for the final Leadership Practice score.

Other Indicators

Professional Development activities and/or college credit hours will be used to determine 15% of the total evaluation. These indicators may include professional development activities and follow up or successful completion of college coursework.

Student Growth Measure Score

The student growth measure will be based on the school grade which is given the school on the Florida Department of Education Florida_School Accountability Report.

Florida Department of Education Florida School Accountability Report Grade

A = 4.0

B = 3.5

C = 3.0(48%-53%)

2.5(41%-47%)

D= 1.9

F= 0.9

*Average the three latest years if available.

This score will then be converted to a 100 point scale by taking the three year average (if available) and multiplying by 25.

For example, a school administrator's school receives a "B" for three years in a row.

Three year average = 3.5

Converts to: $3.5 \times 25 = 87.5$ for a Student Growth Measure (SGM).

A. Leadership Practice Score (50%): _____ x .50 = _____

B. Other Indicators (15%): _____ x .15 = _____

C. Student growth Measure Score (35%) : _____ x .35 = _____

Performance Score (A+B+C): _____ = _____

Performance Score Ranges	Performance Level Rating
90 to 100	Highly Effective

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70 to 89	Effective
60 to 69	Needs Improvement
0 to 59	Unsatisfactory

Performance level is () **Highly Effective** () **Effective** () **Needs Improvement** () **Unsatisfactory**

School Leader Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Appendix E

Recommended Evidence for APs

Standard/Descriptor Evidence

1.1 Documented system for addressing ethical conduct issues

- 1.1 Evidence of attending professional learning on ethics
- 1.1 Examples of coaching to address potentially problematic behaviors
- 1.1 Meeting agendas
- 1.1 Parental rights documents, individual educational plan (IEP) communications
- 1.1 School climate surveys
- 1.1 Student and faculty handbook
- 1.2 Documented system for addressing ethical conduct issues
- 1.2 Examples of coaching to address potentially problematic behaviors
- 1.2 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- 1.2 Meeting agendas
- 1.2 Parental rights documents, individual educational plan (IEP) communications
- 1.2 School climate surveys
- 1.2 Student and faculty handbook
- 1.3 Examples of coaching to address potentially problematic behaviors
- 1.3 Examples of impartial distribution of resources
- 1.3 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- 1.3 Meeting agendas
- 1.3 Parental rights documents, individual educational plan (IEP) communications
- 1.3 School climate surveys
- 1.4 Examples of coaching to address potentially problematic behaviors
- 1.4 Examples of impartial distribution of resources
- 1.4 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- 1.4 School climate surveys
- 2.1 Posted mission, vision, and core values
- 2.2 Communication of priorities and initiatives with all stakeholders
- 2.2 Master schedule
- 2.2 Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
- 2.2 Posted mission, vision, and core values
- 2.3 Academic achievement including progress monitoring data
- 2.3 Communication of priorities and initiatives with all stakeholders
- 2.3 Instructional assignments
- 2.3 Master schedule
- 2.3 Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
- 2.3 Posted mission, vision, and core values

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- 2.4 Academic achievement including progress monitoring data
- 2.4 Communication of priorities and initiatives with all stakeholders
- 2.4 Instructional assignments
- 2.4 Master schedule
- 2.4 School climate surveys
- 2.5 Appreciation week(s) plans for all staff
- 2.5 School climate surveys
- 2.5 Systems of recognition aligned to mission, vision, and core values
- 2.5 Updates and recognitions provided during parent/student organization meetings and events
- 3.1 School audit findings
- 3.1 School financial information
- 3.1 School improvement plan
- 3.1 School protocols for accessing resources
- 3.1 Spending plans
- 3.1 Year-to-date budget
- 3.2 Coaching cycle documentation
- 3.2 Lesson plans and observation data
- 3.2 Master schedule
- 3.2 School improvement plan
- 3.3 Annual event/meeting calendar
- 3.3 Coaching cycle documentation
- 3.3 Master schedule
- 3.3 School improvement plan
- 3.3 School protocols for accessing resources
- 3.4 Annual event/meeting calendar
- 3.4 Chronic absenteeism data
- 3.4 Communications with stakeholders
- 3.4 Evidence from Office of Safe Schools visits
- 3.4 Master schedule
- 3.4 School audit findings
- 3.4 School climate surveys
- 3.4 School discipline and suspension data
- 3.4 School Environmental Safety Incident Reporting (SESIR) data
- 3.4 School financial information
- 3.4 School improvement plan
- 3.4 School protocols for accessing resources
- 3.4 School safety plan
- 3.4 Spending plans
- 3.4 Year-to-date budget
- 3.5 Communications with stakeholders

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- 3.5 School climate surveys
- 3.5 School improvement plan
- 3.6 Communications with stakeholders
- 3.6 Evidence from Office of Safe Schools visits
- 3.6 Meeting agendas with deliverables and action plans
- 3.6 School climate surveys
- 3.6 School Environmental Safety Incident Reporting (SESIR) data
- 3.6 School improvement plan
- 3.6 School safety plan
- 3.7 School improvement plan
- 3.8 Board presentations made by the assistant principal
- 3.8 Communications between the assistant principal and district office or governing board
- 3.8 District participation in building events
- 3.9 Emergency drill documentation
- 3.9 Evidence from Office of Safe Schools visits
- 3.9 School Environmental Safety Incident Reporting (SESIR) data
- 3.9 School improvement plan
- 3.9 School safety plan
- 3.10 Emergency drill documentation
- 3.10 Evidence from Office of Safe Schools visits
- 3.10 Meeting agendas with deliverables and action plans
- 3.10 School Environmental Safety Incident Reporting (SESIR) data
- 3.10 School improvement plan
- 3.10 School safety plan
- 3.11 Communications with stakeholders
- 3.11 Evidence from Office of Safe Schools visits
- 3.11 Meeting agendas with deliverables and action plans
- 3.11 School climate surveys
- 3.11 School Environmental Safety Incident Reporting (SESIR) data
- 3.11 School safety plan
- 3.12 Chronic absenteeism data
- 3.12 Intervention and enrichment plans
- 3.12 Meeting agendas with deliverables and action plans
- 3.12 School discipline and suspension data
- 3.12 School improvement plan
- 4A Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
- 4.1 School climate surveys
- 4.1 School improvement plan

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- 4.1 Student achievement data
- 4.2 Analyses of student data
- 4.2 Curriculum alignment maps
- 4.2 Data chats/reflections
- 4.2 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
- 4.2 Master schedule
- 4.2 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
- 4.2 Progress monitoring data tool(s)
- 4.2 School improvement plan
- 4.2 Student academic improvement plans
- 4.2 Student achievement data
- 4.3 Analyses of student data
- 4.3 Collaborative planning schedule and outcomes
- 4.3 Curriculum alignment maps
- 4.3 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
- 4.3 Master schedule
- 4.3 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
- 4.3 Professional learning and/or coaching for instructional leaders and teachers
- 4.3 School improvement plan
- 4.3 Student achievement data
- 4.3 Training opportunities in data analysis
- 4.4 Analyses of student data
- 4.4 Classroom walkthrough notes
- 4.4 Collaborative planning schedule and outcomes
- 4.4 Data chats/reflections
- 4.4 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
- 4.4 Progress monitoring data tool(s)
- 4.4 School improvement plan
- 4.4 Student achievement data
- 4.4 Written feedback to teachers
- 4.5 Analyses of student data
- 4.5 Collaborative planning schedule and outcomes
- 4.5 Data chats/reflections
- 4.5 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
- 4.5 Professional learning and/or coaching for instructional leaders and teachers
- 4.5 Progress monitoring data tool(s)
- 4.5 School improvement plan
- 4.5 Student achievement data

- 4.5 Training opportunities in data analysis
- 4.6 Analyses of student data
- 4.6 Communications
- 4.6 School climate surveys
- 4.7 Classroom walkthrough notes
- 4.7 Data chats/reflections
- 4.7 Instructional practice observation data
- 4.7 Posted written feedback to teachers
- 4.7 Professional learning and/or coaching for instructional leaders and teachers
- 4.7 Teacher evaluations
- 5.1 School climate surveys
- 5.1 School counselors providing classroom lessons on well-being
- 5.1 School wide processes and procedures
- 5.1 Student and faculty handbook
- 5.1 The work of professional learning communities
- 5.2 Analyses of student data, including student discipline data
- 5.2 School climate surveys
- 5.2 School counselors providing classroom lessons on well-being
- 5.2 School wide processes and procedures
- 5.2 Student and faculty handbook
- 5.2 The work of professional learning communities
- 5.3 Analyses of student data, including student discipline data
- 5.3 Coaching plans/cycles
- 5.3 Data chats/reflections
- 5.3 School climate surveys
- 5.3 School wide processes and procedures
- 5.3 Student progress monitoring data
- 5.3 The work of professional learning communities
- 5.3 Walkthrough notes
- 5.3 Written feedback to teachers
- 5.4 Analyses of student data, including student discipline data
- 5.4 Coaching plans/cycles
- 5.4 Data chats/reflections
- 5.4 School climate surveys
- 5.4 School counselors providing classroom lessons on well-being
- 5.4 School wide processes and procedures
- 5.4 Student progress monitoring data
- 5.4 The work of professional learning communities
- 5.4 Training opportunities in data analysis

- 5.4 Walkthrough notes
- 6.1 Exit survey data
- 6.1 Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
- 6.1 Retention rates
- 6.1 Staff turnover data
- 6.1 Teacher climate data
- 6.1 Vacancy rates
- 6.1 Individual professional learning plans
- 6.2 Master schedule
- 6.2 Teacher climate data
- 6.3 Classroom walkthrough notes
- 6.3 Communication/feedback for assistant principal(s)/teachers
- 6.3 Content-specific teacher data
- 6.3 Data-driven professional learning opportunities
- 6.3 Individual professional learning plans
- 6.3 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
- 6.3 Teacher evaluation data
- 6.4 Collaborative planning schedule and outcomes
- 6.4 Data-driven professional learning opportunities
- 6.4 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
- 6.5 Content-specific teacher data
- 6.5 Data-driven professional learning opportunities
- 6.5 Individual professional learning plans
- 6.6 Collaborative planning schedule and outcomes
- 6.6 Documentation of personal attendance/participation in professional learning/continuing education
- 6.7 Classroom walkthrough notes
- 6.7 Communication/feedback for assistant principal(s)/teachers
- 6.7 Content-specific teacher data
- 6.7 Teacher evaluation data
- 6.8 Collaborative planning schedule and outcomes
- 6.8 Communication/feedback for assistant principal(s)/teachers
- 6.8 Master schedule
- 6.8 School budget
- 6.8 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
- 6.9 Content-specific teacher data
- 6.9 Data-driven professional learning opportunities
- 6.9 Documentation of personal attendance/participation in professional learning/continuing education
- 6.9 Individual professional learning plans

- 6.9 School professional learning plan
- 6.9 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
- 6.9 Teacher evaluation data
- 7.1 Coaching plans/cycles
- 7.1 Content-specific teacher data
- 7.1 Example of meeting agendas demonstrating teacher/assistant principal leadership
- 7.1 Individual professional learning plans
- 7.1 One-on-one coaching support
- 7.1 Supporting/providing training or professional learning around leadership/mentorship practices
- 7.2 Example of meeting agendas demonstrating teacher/assistant principal leadership
- 7.2 Individual professional learning plans
- 7.2 Mentoring program
- 7.2 One-on-one coaching support
- 7.2 School teacher mentor opportunities
- 7.2 Supporting/providing training or professional learning around leadership/mentorship practices
- 7.3 Coaching plans/cycles
- 7.3 Example of meeting agendas demonstrating teacher/assistant principal leadership
- 7.3 Mentoring program
- 7.4 One-on-one coaching support
- 7.4 School teacher mentor opportunities
- 8.1 Agendas and minutes from parent/student organization meetings
- 8.1 Communication and stakeholder engagement plans
- 8.1 Communication examples (e.g., newsletters, social media, emails)
- 8.1 Evidence of partnerships with local businesses or service organizations
- 8.1 Participation in community events (e.g., local festivals, celebrations)
- 8.1 School climate surveys
- 8.1 School event calendar
- 8.2 Agendas and minutes from parent/student organization meetings
- 8.2 Communication and stakeholder engagement plans
- 8.2 Communication examples (e.g., newsletters, social media, emails)
- 8.2 Evidence of partnerships with local businesses or service organizations
- 8.2 School climate surveys
- 8.2 School event calendar
- 8.3 Agendas and minutes from parent/student organization meetings
- 8.3 Communication and stakeholder engagement plans
- 8.3 Communication examples (e.g., newsletters, social media, emails)
- 8.3 Evidence of partnerships with local businesses or service organizations

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- 8.3 Participation in community events (e.g., local festivals, celebrations)
- 8.3 School climate surveys
- 8.3 School event calendar
- 8.4 Agendas and minutes from parent/student organization meetings
- 8.4 Communication and stakeholder engagement plans
- 8.4 Communication examples (e.g., newsletters, social media, emails)
- 8.4 Participation in community events (e.g., local festivals, celebrations)
- 8.5 Agendas and minutes from parent/student organization meetings
- 8.5 Communication examples (e.g., newsletters, social media, emails)
- 8.5 Recognition events for all stakeholders
- 8.5 School climate surveys
- 8.5 School event calendar

Recommended Evidence for Principals

- | Standard/Descriptor | Evidence |
|---------------------|---|
| 1.1 | Documented system for addressing ethical conduct issues |
| 1.1 | Evidence of attending professional learning on ethics |
| 1.1 | Examples of coaching to address potentially problematic behaviors |
| 1.1 | Meeting agendas |
| 1.1 | Parental rights documents, individual educational plan (IEP) communications |
| 1.1 | School climate survey |
| 1.1 | Student and faculty handbook |

- 1.2 Documented system for addressing ethical conduct issues
- 1.2 Examples of coaching to address potentially problematic behaviors
- 1.2 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- 1.2 Meeting agendas
- 1.2 Parental rights documents, individual educational plan (IEP) communications
- 1.2 School climate survey
- 1.2 Student and faculty handbook
- 1.3 Examples of impartial distribution of resources
- 1.3 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- 1.3 Meeting agendas
- 1.3 Parental rights documents, individual educational plan (IEP) communications
- 1.3 School climate survey
- 1.4 Examples of coaching to address potentially problematic behaviors
- 1.4 Examples of impartial distribution of resources
- 1.4 Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- 1.4 School climate survey
- 2.1 Posted mission, vision, and core values
- 2.2 Communication of priorities and initiatives with all stakeholders
- 2.2 Master schedule
- 2.2 Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
- 2.2 Posted mission, vision, and core values
- 2.3 Academic achievement including progress monitoring data
- 2.3 Communication of priorities and initiatives with all stakeholders
- 2.3 Instructional assignments
- 2.3 Master schedule
- 2.3 Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
- 2.3 Posted mission, vision, and core values
- 2.4 Academic achievement including progress monitoring data
- 2.4 Budget
- 2.4 Communication of priorities and initiatives with all stakeholders
- 2.4 Instructional assignments
- 2.4 Master schedule
- 2.4 School climate survey
- 2.5 Appreciation week(s) plans for all staff

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- 2.5 School climate survey
- 2.5 Systems of recognition aligned to mission, vision, and core values
- 2.5 Updates and recognitions provided during parent/student organization meetings and events
- 3.1 School audit findings
- 3.1 School financial information
- 3.1 School improvement plan
- 3.1 School protocols for accessing resources
- 3.1 Spending plans
- 3.1 Year-to-date budget
- 3.2 Coaching cycle documentation
- 3.2 Lesson plans and observation data
- 3.2 Master schedule
- 3.2 School improvement plan
- 3.3 Annual event/meeting calendar
- 3.3 Master schedule
- 3.3 Meeting agendas with deliverables and action plans
- 3.3 School improvement plan
- 3.3 School protocols for accessing resources
- 3.4 Annual event/meeting calendar
- 3.4 Chronic absenteeism data
- 3.4 Communications with stakeholders
- 3.4 Evidence from Office of Safe Schools visits
- 3.4 Master schedule
- 3.4 School audit findings
- 3.4 School climate survey
- 3.4 School discipline and suspension data
- 3.4 School Environmental Safety Incident Reporting (SESIR) data
- 3.4 School financial information
- 3.4 School improvement plan
- 3.4 School protocols for accessing resources
- 3.4 School safety plan
- 3.4 Spending plans
- 3.4 Year-to-date budget
- 3.5 Coaching cycle documentation
- 3.5 Communications with stakeholders
- 3.5 School climate survey
- 3.5 School improvement plan
- 3.6 Communications with stakeholders
- 3.6 Evidence from Office of Safe Schools visits
- 3.6 Meeting agendas with deliverables and action plans

- 3.6 School climate survey
- 3.6 School Environmental Safety Incident Reporting (SESIR) data
- 3.6 School improvement plan
- 3.6 School safety plan
- 3.7 School improvement plan
- 3.8 Board presentations made by the principal
- 3.8 Communications between principal and district office or governing board
- 3.8 District participation in building events
- 3.9 Emergency drill documentation
- 3.9 Evidence from Office of Safe Schools visits
- 3.9 Meeting agendas with deliverables and action plans
- 3.9 School Environmental Safety Incident Reporting (SESIR) data
- 3.9 School improvement plan
- 3.9 School safety plan
- 3.10 Emergency drill documentation
- 3.10 Evidence from Office of Safe Schools visits
- 3.10 Meeting agendas with deliverables and action plans
- 3.10 School Environmental Safety Incident Reporting (SESIR) data
- 3.10 School improvement plan
- 3.10 School safety plan
- 3.10 Spending plans
- 3.11 Communications with stakeholders
- 3.11 Evidence from Office of Safe Schools visits
- 3.11 Meeting agendas with deliverables and action plans
- 3.11 School climate survey
- 3.11 School Environmental Safety Incident Reporting (SESIR) data
- 3.11 School safety plan
- 3.12 Chronic absenteeism data
- 3.12 Intervention and enrichment plans
- 3.12 Meeting agendas with deliverables and action plans
- 3.12 School discipline and suspension data
- 3.12 School improvement plan
- 4.1 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
- 4.1 School climate survey
- 4.1 School improvement plan
- 4.2 Analyses of student data
- 4.2 Curriculum alignment maps
- 4.2 Data chats/reflection

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- 4.2 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
- 4.2 Master schedule
- 4.2 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
- 4.2 Progress monitoring tool(s)
- 4.2 School improvement plan
- 4.2 Student academic improvement plans
- 4.2 Student achievement data
- 4.3 Analyses of student data
- 4.3 Collaborative planning schedule and outcomes
- 4.3 Curriculum alignment maps
- 4.3 Master schedule
- 4.3 Professional learning and/or coaching for instructional leaders and teachers
- 4.3 Training opportunities in data analysis
- 4.4 Analyses of student data
- 4.4 Classroom walkthrough notes
- 4.4 Collaborative planning schedule and outcomes
- 4.4 Data chats/reflection
- 4.4 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
- 4.4 School improvement plan
- 4.4 Student achievement data
- 4.4 Written feedback to teachers
- 4.5 Analyses of student data
- 4.5 Collaborative planning schedule and outcomes
- 4.5 Data chats/reflection
- 4.5 Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
- 4.5 Professional learning and/or coaching for instructional leaders and teachers
- 4.5 Progress monitoring tool(s)
- 4.5 Student achievement data
- 4.5 Training opportunities in data analysis
- 4.6 Analyses of student data
- 4.6 Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
- 4.6 School climate survey
- 4.6 School improvement plan
- 4.7 Classroom walkthrough notes
- 4.7 Data chats/reflection
- 4.7 Instructional practice observation data
- 4.7 Professional learning and/or coaching for instructional leaders and teachers
- 4.7 Teacher evaluation data

- 4.7 Written feedback to teachers
- 5.1 School climate data
- 5.1 School counselors providing classroom lessons on well-being
- 5.1 School wide processes and procedures
- 5.1 Student and faculty handbook
- 5.1 The work of professional learning communities
- 5.2 Analyses of student data, including student discipline data
- 5.2 School climate data
- 5.2 School counselors providing classroom lessons on well-being
- 5.2 School wide processes and procedures
- 5.2 Student and faculty handbook
- 5.2 The work of professional learning communities
- 5.3 Analyses of student data, including student discipline data
- 5.3 Coaching plans/cycle
- 5.3 Data chats/reflection
- 5.3 School climate data
- 5.3 School wide processes and procedures
- 5.3 Student progress monitoring data
- 5.3 The work of professional learning communities
- 5.3 Walkthrough notes
- 5.3 Written feedback to teachers
- 5.4 Analyses of student data, including student discipline data
- 5.4 Coaching plans/cycle
- 5.4 Data chats/reflection
- 5.4 School climate data
- 5.4 School counselors providing classroom lessons on well-being
- 5.4 School wide processes and procedures
- 5.4 Student progress monitoring data
- 5.4 The work of professional learning communities
- 5.4 Training opportunities in data analysis
- 5.4 Walkthrough notes
- 6.1 Evidence of recruitment efforts; data as to efficacy of recruitment efforts
- 6.1 Exit survey data
- 6.1 Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
- 6.1 Retention rates
- 6.1 Staff turnover data
- 6.1 Teacher climate data
- 6.1 Vacancy rates
- 6.2 Individual professional learning plans

- 6.2 Master schedule
- 6.2 Teacher climate data
- 6.3 Classroom walkthrough data
- 6.3 Communication/feedback for assistant principal(s)/teachers
- 6.3 Content-specific teacher data
- 6.3 Data-driven professional learning opportunities
- 6.3 Individual professional learning plans
- 6.3 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
- 6.3 Teacher evaluation data
- 6.4 Collaborative planning schedule and outcomes
- 6.4 Data-driven professional learning opportunities
- 6.4 School professional learning plan
- 6.4 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
- 6.5 Content-specific teacher data
- 6.5 Data-driven professional learning opportunities
- 6.5 Individual professional learning plans
- 6.6 Collaborative planning schedule and outcomes
- 6.6 Documentation of personal attendance/participation in professional learning/continuing education
- 6.6 Evidence of participation in district/state learning opportunities
- 6.7 Classroom walkthrough data
- 6.7 Communication/feedback for assistant principal(s)/teachers
- 6.7 Content-specific teacher data
- 6.7 Teacher evaluation data
- 6.8 Collaborative planning schedule and outcomes
- 6.8 Communication/feedback for assistant principal(s)/teachers
- 6.8 Master schedule
- 6.8 School budget
- 6.8 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
- 6.9 Content-specific teacher data
- 6.9 Data-driven professional learning opportunities
- 6.9 Documentation of personal attendance/participation in professional learning/continuing education
- 6.9 Individual professional learning plans
- 6.9 School professional learning plan
- 6.9 Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
- 6.9 Teacher evaluation data
- 7.1 Coaching plans/cycle
- 7.1 Content-specific teacher data
- 7.1 Example of meeting agendas demonstrating teacher/AP leadership

- 7.1 Individual professional learning plans
- 7.1 One-on-one coaching support
- 7.1 Supporting/providing training or professional learning around leadership/mentorship practices
- 7.2 Example of meeting agendas demonstrating teacher/AP leadership
- 7.2 Individual professional learning plans
- 7.2 Letters of recommendation for leadership programs and roles
- 7.2 Mentoring and induction plans/program
- 7.2 One-on-one coaching support
- 7.2 School teacher mentor opportunities
- 7.2 Succession management plan
- 7.2 Supporting/providing training or professional learning around leadership/mentorship practices
- 7.3 Coaching plans/cycle
- 7.3 Example of meeting agendas demonstrating teacher/AP leadership
- 7.3 Letters of recommendation for leadership programs and roles
- 7.3 Mentoring and induction plans/program
- 7.3 One-on-one coaching support
- 7.4 One-on-one coaching support
- 7.4 School teacher mentor opportunities
- 7.4 Succession management plan
- 7.4 Teacher attrition data
- 8.1 Agendas and minutes from parent/student organization meetings
- 8.1 Communication and stakeholder engagement plans
- 8.1 Communication examples (e.g., newsletters, social media, emails)
- 8.1 Evidence of partnerships with local businesses or service organizations
- 8.1 Participation in community events (e.g., local festival, celebrations)
- 8.1 School climate survey
- 8.1 School event calendar
- 8.2 Agendas and minutes from parent/student organization meetings
- 8.2 Communication and stakeholder engagement plans
- 8.2 Communication examples (e.g., newsletters, social media, emails)
- 8.2 Evidence of partnerships with local businesses or service organizations
- 8.2 School climate survey
- 8.2 School event calendar
- 8.3 Agendas and minutes from parent/student organization meetings
- 8.3 Communication and stakeholder engagement plans
- 8.3 Communication examples (e.g., newsletters, social media, emails)
- 8.3 Evidence of partnerships with local businesses or service organizations

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- 8.3 Participation in community events (e.g., local festival, celebrations)
- 8.3 School climate survey
- 8.3 School event calendar
- 8.4 Agendas and minutes from parent/student organization meetings
- 8.4 Communication and stakeholder engagement plans
- 8.4 Communication examples (e.g., newsletters, social media, emails)
- 8.4 Participation in community events (e.g., local festival, celebrations)
- 8.4 Recognition events for all stakeholders
- 8.5 Agendas and minutes from parent/student organization meetings
- 8.5 Communication examples (e.g., newsletters, social media, emails)
- 8.5 Recognition events for all stakeholders
- 8.5 School climate survey
- 8.5 School event calendar