



Washington County School District
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Joseph Taylor, Superintendent

School Administrator Evaluation System



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Part I: Evaluation System Overview

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LIST

Illustrative reference lists of works associated with this framework are provided below.

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD

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 administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSS) 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

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- 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.
- ☒ 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 |
|-----------------------|-----------------------------|---|
| School Administrators | By October 31st | School-based administrators will be emailed the School Administrator Evaluation System. Each school administrator shall familiarize themselves with this document. |
| | By November 30th | Each administrator shall do a self- evaluation using the Florida School Leader Assessment. Supervisor and school leader may meet to discuss target areas. |
| | By November 30th | Each administrator shall complete a school board presentation that outlines their target areas and goals for the school year. |
| | By June 30th | Supervisor reviews completed evaluation with school administrator. The supervisor will submit a signed copy of the Summative Evaluation Form to Human Resources and the Superintendent. |

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

| Personnel Group | When Evidence is Collected | Method(s) of Collection |
|-----------------------|----------------------------|---|
| School Administrators | By November 30th | Each administrator shall complete a school board presentation that outlines their target areas and goals for the school year. |
| | August; Quarterly Reviews | Submission of target data via google documents and or email; individual meetings as needed. |
| | | |

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 |
|-----------------------|-----------------------|---|--|
| School Administrators | 1 | The Leadership Practice Score (FSLA and Professional Development) | Supervisors will communicate the results to the administrator as soon as |

| | | | |
|--|--|--|--|
| | | will be completed by May 15 th . The overall evaluation cannot be calculated until the student growth numbers (VAM) come back. We usually receive these in August of the following school year. | VAM data comes in. This takes place the following school year. |
|--|--|--|--|

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.

Directions

The district shall provide:

- **For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].**

Scoring the Overall Evaluation Process

The overall evaluation scoring process will be based on a 600 point scale. A maximum of 300 points (50% of total) may be earned on the FSLA portion of the evaluation, a maximum of 90 points (15% of total) may be earned on the Professional Development component and a maximum of 210 points (35% of total) may be earned on the student performance/student growth portion of the evaluation.

| Leadership Score Range | Leadership Practice Rating |
|------------------------|----------------------------|
| 240 to 300 | Highly Effective |
| 151 to 239 | Effective |
| 75 to 150 | Needs Improvement |
| 0 to 74 | Unsatisfactory |

How to Calculate a Leadership Practice Score

FLSA Score + Pro. Dev. Score + Student Achievement/Growth Score = Total

Example:

FLSA score (200) + DP/ Pro. Dev. Score (90) + Student Achievement/Growth (175)

= Overall School Leader Evaluation Score (465) - Effective

| Overall Performance Score Range | Overall Performance Level Rating |
|---------------------------------|----------------------------------|
| 480 to 600 | Highly Effective |
| 301 to 479 | Effective |
| 150 to 300 | Needs Improvement |
| 0 to 149 | Unsatisfactory |

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Proficiency Area 1. Student Learning Results

Indicator 1.1 – Academic Standards

| | | | |
|---|---|---|---|
| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
| | | | |
| Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | | Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | |
| <ul style="list-style-type: none"> School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. Lesson plans are monitored for alignment with correct standards. Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. Other leadership evidence of proficiency on this indicator. | | <ul style="list-style-type: none"> Lesson plans identify connections of activities to standards. Teacher leaders' meeting records verify recurring review of progress on state standards. Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. Teachers routinely access course descriptions to maintain alignment of instruction with standards. Other impact evidence of proficiency on this indicator. | |

Indicator 1.2 – Performance Data

| | | | |
|--|---|--|---|
| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
| <p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p> | <p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p> | <p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p> |
| Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | | Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | |
| <ul style="list-style-type: none"> Data files and analyses on a wide range of student | | <ul style="list-style-type: none"> Teachers use performance data to make instructional | |

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| | |
|---|---|
| <p>performance assessments are in routine use by the leader.</p> <ul style="list-style-type: none"> Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. Other leadership evidence of proficiency on this indicator. | <p>decisions.</p> <ul style="list-style-type: none"> Department and team meetings reflect recurring attention to student performance data. Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. Other impact evidence of proficiency on this indicator. |
|---|---|

Indicator 1.3 – Planning and Goal Setting

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|--|---|
| <p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p> | <p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.</p> | <p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.</p> | <p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p> |

Indicator 1.4 – Student Achievement Results

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| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|--|--|--|
| <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p> | <p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p> | <p>Accumulation and exhibition of student improvement results are inconsistent or untimely.</p> <p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.</p> | <p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p> |

Proficiency Area 2. Student Learning as a Priority

Indicator 2.1 – Learning Organization

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|---|---|
| <p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p> | <p>The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning <u>and</u> closing learning performance gaps among student subgroups within the school.</p> | <p>The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p> | <p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p> |

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Indicator 2.2 – School Climate

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|--|---|
| <p>The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p> | <p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p> | <p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p> | <p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p> |

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Indicator 2.3 High Expectations

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|--|--|
| <p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools.</p> <p>The leader creates systems and approaches to monitor the level of academic expectations.</p> <p>The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.</p> | <p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.</p> <p>The leader ensures that students are consistently learning, respectful, and on task.</p> <p>The leader sets clear expectations for student academics and establishing consistent practices across classrooms.</p> <p>The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p> | <p>The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations.</p> <p>The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p> | <p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>The leader fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p> |

Indicator 2.4 – Student Performance Focus

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|---|---|---|
| <p>Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards.</p> <p>There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data.</p> <p>Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.</p> | <p>Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation.</p> <p>Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p> | <p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>School level assessments are inconsistent in their alignment with the course standards.</p> <p>Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p> | <p>There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards.</p> <p>School level assessments are not monitored for alignment with the implementation level of the standards.</p> <p>No processes in use to analyze standards and identify assessment priorities.</p> <p>No high priority standards are identified and aligned with assessment practices.</p> |

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Proficiency Area 3. Instructional Plan Implementation

Indicator 3.1 - FEAPs

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|--|--|---|
| <p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.</p> <p>Teacher-leaders at the school use the FEAPs and common language.</p> | <p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.</p> <p>The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.</p> | <p>The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p> | <p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language.</p> <p>The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.</p> |

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Indicator 3.2- Standards-Based Instruction

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|--|---|--|--|
| <p>What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant?</p> <p>What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?</p> | <p>In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards?</p> <p>How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?</p> | <p>What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels?</p> <p>How can your leadership in curriculum and instruction convey respect for the diversity of students and staff?</p> <p>How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students?</p> <p>What are ways you can ensure that staff members are aligning their instructional practices with state standards?</p> | <p>Where do you go to find out what standards are to be addressed in each course?</p> <p>How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction?</p> <p>Do you have processes to monitor how students spend their learning time?</p> <p>In what ways are you monitoring teacher implementation of effective, research-based instruction?</p> <p>In what ways are you monitoring teacher instruction in the state's academic standards?</p> |

Indicator 3.3- Learning Goals Alignments

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|---|---|--|
| <p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of learning goals in standards-based instruction.</p> | <p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p> | <p>Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p> <p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p> | <p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p> |

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Indicator 3.4- Curriculum Alignments

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p> | <p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p> | <p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p> | <p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p> |

Indicator 3.5- Quality Assessments

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|--|---|---|
| <p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p> | <p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students' achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p> | <p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p> | <p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p> |

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Indicator 3.6- Faculty Effectiveness

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|---|---|--|
| <p>The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p> | <p>The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p> <p>The leader's monitoring practices are consistently implemented in a supportive and constructive manner.</p> | <p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p> <p>The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p> | <p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p> |

Proficiency Area. Faculty Development

Indicator 4.1- Recruitment and Retention

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|---|---|---|
| <p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p> | <p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.</p> <p>A hiring process is clearly communicated including how staff is involved.</p> | <p>The leader relies on the district office to post notices of vacancies and identify potential applicants.</p> <p>Efforts to identify replacements tend to be slow and come after other schools have made selections.</p> <p>Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.</p> | <p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> <p>No coherent plan or process is employed to encourage quality staff to remain on the faculty.</p> |

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Indicator 4.2- Feedback Practices

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|--|--|
| <p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p> | <p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p> | <p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p> | <p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p> |

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Indicator 4.3- High effect size strategies

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|---|--|---|
| <p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader's focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p> | <p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p> | <p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers' expertise.</p> | <p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p> |

Indicator 4.4- Instructional Initiatives

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|--|---|
| <p>All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.</p> | <p>Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.</p> | <p>Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.</p> <p>The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.</p> | <p>District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.</p> <p>The leader is unaware of what state and district initiatives are expected to be implemented at the school.</p> |

Indicator 4.5- Facilitating and Leading Professional Learning

| Highly Effective: Leader's | Effective: Leader's actions or | Needs Improvement: | Unsatisfactory: Leader's |
|-----------------------------------|---------------------------------------|---------------------------|---------------------------------|
|-----------------------------------|---------------------------------------|---------------------------|---------------------------------|

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| actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|---|---|
| <p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p> <p>The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p> | <p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p> | <p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p> | <p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p> |

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Indicator 4.6- Faculty Development Alignments

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|---|---|--|
| <p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p> | <p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p> | <p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p> | <p>Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p> |

Indicator 4.7- Actual Improvement

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|---|---|---|
| <p>The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.</p> <p>Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.</p> | <p>The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.</p> | <p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory.</p> <p>There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.</p> | <p>The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.</p> <p>There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.</p> |

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Proficiency Area 5. Learning Environment

Indicator 5.1- Student Centered

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|---|--|---|
| <p>The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district.</p> <p>Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p> | <p>The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.</p> <p>Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p> | <p>The leader provides limited evidence that they create a safe school either in planning or actions.</p> <p>Collects data on curricular and extra-curricular student involvement.</p> | <p>The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.</p> <p>Does not collect data on curricular and extra-curricular student involvement.</p> |

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Indicator 5.2- Success Oriented

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|--|--|---|
| <p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p> | <p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p> | <p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p> | <p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p> |

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Indicator 5.3- Diversity

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|--|--|
| <p>The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p> | <p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p> | <p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p> | <p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p> |

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Indicator 5.4- Achievement Gaps

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|--|---|--|
| <p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p> | <p>Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p> | <p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p> | <p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps.</p> <p>The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p> |

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Proficiency Area 6. Decision Making Indicator 6.1- Prioritization Practices

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|---|---|--|
| <p>The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p> <p>Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.</p> | <p>The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p> | <p>The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p> | <p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p> |

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Indicator 6.2- Problem Solving

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.</p> | <p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p> | <p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p> | <p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p> |

Indicator 6.3- Quality Control

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p> | <p>The leader has a record of evaluating and revising decisions based on new data.</p> <p>Review of decision and follow-up actions are consistently timely.</p> | <p>The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.</p> | <p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> <p>Sub-ordinate leaders are not encouraged to evaluate prior decisions.</p> |

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Indicator 6.4- Distributive Leadership

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.</p> <p>The leader encourages staff members to accept leadership responsibilities outside of the school building.</p> <p>The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.</p> | <p>The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.</p> <p>The leader supports the decisions made as part of the collective decision-making process.</p> <p>Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.</p> | <p>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p> | <p>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p> |

Indicator 6.5- Technology Integration

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process.</p> <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p> | <p>Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> <p>Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.</p> | <p>Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> | <p>There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p> <p>Technology integration does not support data exchanges, project management, and feedback processes.</p> |

Proficiency Area 7. Leadership Development

Indicator 7.1- Leadership Team

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p> | <p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p> | <p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p> | <p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader's direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p> |

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Indicator 7.2- Delegation

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p> | <p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p> | <p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> <p>Clarity of the scope of delegated authority is inconsistent from one delegation to another.</p> <p>Actions taken by those to who tasks are delegated are sometimes overruled without explanation.</p> | <p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> <p>If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.</p> |

Indicator 7.3- Succession Planning

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging subordinate leaders in succession management processes in their own areas of responsibility.</p> <p>Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.</p> | <p>The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified.</p> <p>In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps.</p> <p>Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.</p> | <p>Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented.</p> <p>The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps.</p> <p>Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.</p> | <p>The leader takes little or no actions to establish a plan for succession management.</p> <p>Staff are hired to fill vacancies in key positions who do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.</p> |

Indicator 7.4- Relationships

| Highly Effective: Leader's actions or impact of leader's actions | Effective: Leader's actions or impact of leader's actions relevant to | Needs Improvement: Leader's actions or impact of leader's | Unsatisfactory: Leader's actions or impact of leader's actions |
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| relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | this indicator are sufficient and appropriate reflections of quality work with only normal variations. | actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
| While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders. | The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders. Leader has effective collegial relationships with most faculty and subordinates. | The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development. Relationship skills are employed inconsistently. | The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development. |

Performance Area 8. School Management

Indicator 8.1- Organizational Skills

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| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
| The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build system thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented. | Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development. | Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget. The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization. | There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results. |

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Indicator 8.2- Strategic Instructional Resourcing

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p> | <p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p> | <p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p> | <p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p> |

Indicator 8.3- Collegial Learning Resources

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p> | <p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p> | <p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p> | <p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p> |

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Proficiency Area 9. Communication

Indicator 9.1- Constructive Conversations

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students.</p> <p>There is evidence of the leader making use of what was learned in constructive conversations with others in the leader's subsequent actions, presentations, and adjustments to actions.</p> | <p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/feedback and to inform instructional and leadership practices.</p> <p>The leader systematically communicates with diverse stakeholders about high achievement for all students.</p> | <p>The leader's involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader "reaching out."</p> <p>The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.</p> <p>The leader's communications with stakeholders about high achievement for all students are not carefully planned and implemented.</p> | <p>The leader's visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.</p> <p>The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices.</p> <p>The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.</p> |

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Indicator 9.2- Clear Goals and Expectations

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p> | <p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.</p> | <p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.</p> | <p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.</p> <p>The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misleading others.</p> |

Indicator 9.3- Accessibility

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p> | <p>Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community.</p> <p>Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success.</p> <p>Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.</p> | <p>Leader's actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p> | <p>Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>Leader has low visibility to students, staff, and community.</p> |

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Indicator 9.4- Recognitions

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures. | The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated. | The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it. | The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions. |

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Proficiency Area 10. Professional and Ethical Behavior

Indicator 10.1- Resiliency

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> <p>The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p> | <p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p> | <p>The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.</p> | <p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p> |

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Indicator 10.2- Professional Learning

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|---|--|--|
| <p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.</p> | <p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.</p> | <p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p> | <p>There is no or only minimal impact of professional learning on the leader's performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p> |

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Indicator 10.3- Commitment

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|--|---|---|--|
| The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community. | There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large. | The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests. | Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students. |

School Administrator Evaluation System

Indicator 10.4- Professional Conduct

| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
|---|--|---|--|
| <p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p> | <p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p> | <p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p> | <p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p> |

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. These other indicators will be made up by professional development and/or college credit hours.

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 90 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.

45 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)

90 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.

The student growth score used for the current school year will be the school wide VAM score for each school converted to a 600 point scale as required by the School Leader Evaluation System.

Washington County School District

Calculation of VAM Scores

2019-20

The following formula will be used to calculate Washington County VAM scores.

Washington County will accept the state VAM cut scores as follows:

- ☐ **Highly Effective**
- ☐ **Effective**
- ☐ **Needs Improvement**
- ☐ **Unsatisfactory.**

This will convert to the following points which will be used in the final summative calculation formula:

- ☐ **Highly Effective ratings will receive 210 points, which is 35% of 600.**
- ☐ **Effective ratings will receive 175 points which is 35% of 499.**
- ☐ **Needs Improvement ratings will receive 131 points which is 35% of 374.**
- ☐ **Unsatisfactory ratings will receive 87 points which is 35% of 249.**

Note: The actual calculations for this conversion will be performed by personnel from PAEC (Panhandle

Area Educational Consortium) with whom the district has contracted to perform these services. The conversion for each individual teacher will be based on the data sent to the district from DOE.

D. Summative Rating Calculation

Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].
- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains, proficiency areas, and indicators:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement (NI)
 - Unsatisfactory (U)

Scoring Guide for State Model Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Florida School Leaders being evaluated using the FSLA, the Florida state model for principal evaluation, the summative annual performance level is based on two factors:

- 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 "cut points" applied must conform to Florida Statutes and State Board rules.
- Leadership Practice Score: An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). This is based on two metrics:

School Administrator Evaluation System

- The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader's work and impact of that work on others. The FSLA contributes 50% of the Leadership Practice Score.
- Professional Development (PD): Deep learning and growth on a few very specific aspects of educational leadership. The PD Score contributes 15% of the Leadership Practice Score.

Summary of Scoring Processes

| | |
|---|---|
| 1. Score Indicators | Based on rubrics in the "long forms" |
| 2. Score Proficiency Areas | Based on tables in this guide |
| 3. Score Domains | Based on tables in this guide |
| 4. Score FSLA | Based on formula in this guide |
| 5. Score Deliberate Practice Metric | Based on directions in this guide |
| 6. Calculate Leadership Practice Score | Combine FSLA and Deliberate Practice Scores Based on formula in this guide |
| 7. Calculate Student Growth Measure Score | Use district cut points for SGM |
| 8. Assign Proficiency Level rating label | Combine Leadership and SGM scores |

What this FSLA Scoring Guide Covers:

Section One: How to "score" the FSLA

Section Two: How to "score" Deliberate Practice

Section Three: Leadership Practice Score

Section Four: Annual Performance Rating

Section One: How to Score the FSLA

About the FSLA 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 FSLA to summarize feedback on domains, proficiency areas, and indicators:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement (NI)
 - Unsatisfactory (U)
- Direct Weighting: The FSLA score is based on ratings for each of four domains, but the system specifically gives added weight to Domain 2: Instructional Leadership: The weights are:
 - Domain 1: Student Achievement: 20%
 - Domain 2: Instructional Leadership: 40%
 - Domain 3: Organizational Leadership: 20%
 - Domain 4: Professional and Ethical Behavior: 20%
- Embedded Weighting: The use of Domain scores to generate an FSLA score results in embedded weighting as the Domains have different numbers of indicators. For example: Domain 1 has eight indicators, Domain 3 has 16 indicators and Domain 4 has four indicators, but each Domain contributes 20% to the FLSA score. The result of this is:
 - Domain 2 indicators have the most impact on the FSLA results due to direct weighing. There are 17 indicators, but the Domain is weighted at 40%, thus magnifying the impact of that domain on the final rating.
 - Domain 4 has the next highest level of impact due to embedded weighting. There are only four indicators in this Domain, but the Domain contributes 20% of the FSLA score.
 - Domain 1 has more impact than Domain 3 since Domain 1 has eight indicators and Domain 3 has 16 indicators, but each Domain contributes 20% of the FSLA score.
- Proficiency on Indicators leads to an FSLA Score.
 - Ratings on indicators (using rubrics in the FSLA) are combined to generate a rating (HE, E, NI, or U) on each Proficiency Area.

- Ratings on Proficiency Areas are combined (using the tables in this scoring guide) to generate a Domain Rating.
- Ratings on Domains are combined (using tables in this scoring guide) to generate a FLSA Score.

How to determine an FLSA Score.

Generating a score for the FLSA has four steps:

Step One: Rate each Indicator.

Start with judgments on the indicators. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.

- The FLSA supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for indicators and the illustrative examples are found in the “long forms” – the Data Collection and Feedback Protocols” posted on www.floridaschoolleaders.org (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders – [Use Single Sign-on Login](#)).
- Ratings can be recorded on the long form or the short form (all FLSA forms and supporting resources are found on www.floridaschoolleaders.org).

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. In an end-of the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each indicator and, using the procedures in this scoring guide, calculates an FLSA score.

Indicator ratings:

When assigning ratings to indicators in the FLSA, the evaluator should begin by reviewing the indicator rubrics. These are “word-picture” descriptions of leadership behaviors in each of the four levels of leadership behavior—“Highly Effective”, “Effective”, “Needs Improvement”, and “Unsatisfactory.” The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the “word-picture” descriptors are appropriate and representative descriptions of what was observed about the leader’s performance.

The ratings on the indicators aggregate to a rating on the Proficiency Areas based on tables in this guide. The ratings on the Proficiency Areas within a Domain aggregate to a domain rating, using tables and formulas in this scoring guide.

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The FSLA rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

Distinguishing between proficiency ratings:

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 FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of "satisfactory" and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

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 performance level.

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 Proficiency Area.

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

Table 1

| | | |
|--|-----------------|---------------------------|
| For Proficiency Areas 1,2,5,7,9 and 10 with four Indicators, each Proficiency 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 |
| Needs Improvement (NI) if: Criteria for E not met and no more than one is U. | | |

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| | | | |
|---|--------------|----------------|--------------|
| 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 |

For the Proficiency Areas with fewer or more than four indicators, use the appropriate table below:

Table 2

| | | | |
|--|-------------------|------------------|-----------------------------------|
| For proficiency Area 3 with six Indicators, each Proficiency 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+HE+E=HE | |
| Effective (E) if: at least four are E or higher and no more than two are NI. None are U. | | | |
| Examples: | HE+HE+E+E+E=E | E+E+E+NI+NI=E | |
| Needs Improvement (NI) if: Criteria for E not met and no more than two are U. | | | |
| Examples: | HE+HE+NI+NI+NI=NI | NI+NI+NI+U+U=NI | E+E+NI+NI+NI=NI HE+HE+E+E+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 Proficiency Area 4 with seven Indicators, each Proficiency Area is rated: | | | |
| Highly Effective (HE) if: five or more indicators are HE and none are less than E. | | | |
| Examples: | HE+HE+HE+HE+E=HE | | |
| 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+NI+NI=E | E+E+E+E+NI+NI=E | |
| Needs Improvement (NI) if: Criteria for E not met and no more than two are U. | | | |
| Examples: | E+E+E+NI+NI+NI=NI | HE+HE+E+E+U+U=NI | HE+HE+HE+HE+U=NI |
| Unsatisfactory (U) if: two or more are U. | | | |
| Examples: | HE+HE+HE+HE+U+U=U | NI+NI+NI+NI+U+U=U | |

Table 4

| | | | |
|--|----------------|---------------|---------------------------|
| For Proficiency Area 6 with five Indicators, each Proficiency 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+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+U=NI | NI+NI+NI+U=NI |
| Unsatisfactory (U) if: two or more are U. | | | |
| Examples: | HE+HE+U+U=U | NI+NI+U+U=U | |

Table 5

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

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When you have a rating (HE, E, NI, or U) for each Proficiency Area in a Domain, you then generate a Domain rating.

Step Three: Rate Each Domain.

Domains are rated as HE, E, NI, or U based on the distribution of ratings on Proficiency Areas within the Domain. The tables below provide rating criteria for each FSLA Domain.

Table 6

| Domain Rating | Domain 1: Student Achievement (Two Proficiency Areas) |
|-----------------------|--|
| Highly Effective if: | Both Proficiency Areas rated HE |
| Effective if: | <ul style="list-style-type: none">One Proficiency Area rated HE and one Effective, orBoth rated Effective |
| Needs Improvement if: | <ul style="list-style-type: none">One Proficiency Area rated HE or E and one rated NI or UBoth Proficiency Areas rated NI |
| Unsatisfactory if: | <ul style="list-style-type: none">One Proficiency Area rated NI and the other is rated UBoth are rated U |

Table 7

| Domain Rating | Domain 2: Instructional Leadership (Three Proficiency Areas) |
|-----------------------|---|
| Highly Effective if: | <ul style="list-style-type: none">All three Proficiency Areas are HETwo Proficiency Areas rated HE and one E |
| Effective if: | <ul style="list-style-type: none">Two Proficiency Area rated E and one Effective or NIAll three Proficiency Areas rated E |
| Needs Improvement if: | <ul style="list-style-type: none">Any two Proficiency Areas rated NIOne Proficiency Area rated NI, one Proficiency Area rated U and one Proficiency Area rated E or HE |
| Unsatisfactory if: | <ul style="list-style-type: none">Two or more Proficiency Areas rated U |

Table 8

| Domain Rating | Domain 3: Organizational Leadership (Four Proficiency Areas) |
|-----------------------|--|
| Highly Effective if: | <ul style="list-style-type: none">All four Proficiency Areas are HEThree Proficiency Areas rated HE and one E |
| Effective if: | <ul style="list-style-type: none">Two Proficiency Areas rated E and two rated HEAll four Proficiency Areas rated EThree Proficiency Areas rated E and one rated either NI or HE |
| Needs Improvement if: | <ul style="list-style-type: none">Two Proficiency Areas rated E and two rated NIAny three Proficiency Areas rated NIOne Proficiency Area rated NI, one Proficiency Area rated U and two Proficiency Area rated E or HE |
| Unsatisfactory if: | <ul style="list-style-type: none">Two or more Proficiency Areas rated U |

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Table 9

| Domain Rating | Domain 4: Professional Behaviors (One Proficiency Area) |
|-----------------------|---|
| Highly Effective if: | If Proficiency Area 10 rated HE |
| Effective if: | If Proficiency Area 10 rated E |
| Needs Improvement if: | If Proficiency Area 10 rated NI |
| Unsatisfactory if: | If Proficiency Area 10 rated U |

When you have determined Domain ratings, you then combine those ratings to generate an FSLA score.

Step 4: Calculate the FSLA Score.

- In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
- In Step Two, the apportionment of Indicators ratings, using the tables provided, generated a rating for each Proficiency Area within a Domain.
- In Step Three, Domain ratings were generated. All of these steps were based on evidence on the indicators and scoring tables.

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

Table 10

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

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

Table 11

| Domain | Rating | Points | Weight | Domain Weighted Score |
|---|--------|--------|--------|-----------------------|
| Domain 1: Student Achievement | | | .20 | |
| Domain 2: Instructional Leadership | | | .40 | |
| Domain 3: Organizational Leadership | | | .20 | |
| Domain 4: Professional and Ethical Behavior | | | .20 | |

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Example

Table 12

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

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

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

Example

Table 13

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

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

Table 14

| FSLA SCORE | FSLA Proficiency Rating |
|------------|-------------------------|
| 240 to 300 | Highly Effective |
| 150 to 239 | Effective |
| 75 to 149 | Needs Improvement |
| 0 to 74 | Unsatisfactory |

The FSLA score will be combined with a Professional Development Score to generate a Leadership Practice Score. The FSLA score will be 50% of the overall Leadership Score. The Professional Development Score will be 15% of the overall Leadership Practice Score. The Student Achievement / Student Growth Score will be 35% of the overall Leadership Practice Score.

Examples (Summative Scoring)

Elementary School Administrator

| | |
|--------------------------------|----------------------|
| FSLA score | 280 |
| Professional Development score | 90 |
| Student Growth score | 210 |
| Total Score | 580 Highly Effective |

High School Administrator

| | |
|--------------------------------|--------------------|
| FSLA score | 50 |
| Professional Development score | 0 |
| Student Growth score | 87 |
| Total Score | 137 Unsatisfactory |

SUMMATIVE EVALUTION FORM: Annual PERFORMANCE LEVEL

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Evaluator's Title: _____ Date Completed: _____

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

| Domain | Rating | Points | Weight | Domain Weighted Score |
|--|--------|--------|--------|-----------------------|
| Domain 1 – Student Achievement | | | .20 | |
| Domain 2 – Instructional Leadership | | | .40 | |
| Domain 3 – Organizational Leadership | | | .20 | |
| Domain 4 – Professional and Ethical Behavior | | | .20 | |

Once Domain Weighted Score is obtained, it is converted to a 100 point scale to obtain the FSLA score.

| Domain | Weighted Value | Convert to 100 point scale | Domain Score |
|--|----------------|----------------------------|--------------|
| Domain 1 – Student Achievement | | X 100 | |
| Domain 2 – Instructional Leadership | | X 100 | |
| Domain 3 – Organizational Leadership | | X 100 | |
| Domain 4 – Professional and Ethical Behavior | | X 100 | |
| FSLA Score | | | |

FSLA Score Rating Rubric

| FSLA Score | FSLA Proficiency Rating |
|------------|-------------------------|
| 240 to 300 | Highly Effective |
| 151 to 239 | Effective |
| 75 to 150 | Needs Improvement |
| 0 to 74 | Unsatisfactory |

FSLA Rating: _____

School Administrator Evaluation System

The information as shown below is the summative evaluation for the School Leader Evaluation System. Calculations and point totals are based on information included in the School Leader Evaluation System.

Annual Performance Evaluation Score Sheet

A. FSLA Score (50% of total) + Professional Dev. Score (15% of total) =

Leadership Practice Score (65% of Overall Total): _____

B. Student growth Measure Score (35% of total): _____

(The student growth score used for school year _____ will be the school wide VAM score for each school converted to a 600 point scale as required by the School Leader Evaluation system.)

C. Overall School Leader Evaluation Score: _____

| Overall Performance Score Range | Overall Performance Level Rating |
|---------------------------------|----------------------------------|
| 480 to 600 | Highly Effective |
| 301 to 479 | Effective |
| 150 to 300 | Needs Improvement |
| 0 to 149 | Unsatisfactory |

Performance level is ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

School Leader Signature:

Date: _____

Evaluatee's Signature:

Date: _____

Appendix A – Evaluation Framework Crosswalk

| Alignment to the Florida Principal Leadership Standards | |
|---|-------------------------|
| Practice | Evaluation Indicators |
| Domain 1: Student Achievement | |
| 1. Student Learning Results | |
| <i>Effective school leaders achieve results on the school's student learning goals.</i> | |
| a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and, | 1.1-1.4, 3.2, 3.3, 3.4 |
| b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state. | 1.2, 1.4, 2.4, 3.5 |
| 2. Student Learning as a Priority | |
| <i>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</i> | |
| a. Enables faculty and staff to work as a system focused on student learning; | 3.6, 5.1, 5.2, 5.4 |
| b. Maintains a school climate that supports student engagement in learning; | 2.2 |
| c. Generates high expectations for learning growth by all students; and, | 2.3 |
| d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. | 3.3, 5.4 |
| Domain 2: Instructional Leadership | |
| 3. Instructional Plan Implementation | |
| <i>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</i> | |
| a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction; | 3.1, 3.3, 3.4 |
| b. Engages in data analysis for instructional planning and improvement; | 3.5, 5.4 |
| c. Communicates the relationships among academic standards, effective instruction, and student performance; | 3.2, 3.3, 3.4, 3.5 |
| d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and, | 3.2 |
| e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. | 3.5 |
| 4. Faculty Development | |
| <i>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</i> | |
| a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan; | 3.3, 3.4 |
| b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; | 3.5 |
| c. Employs a faculty with the instructional proficiencies needed for the school population served; | 5.1, 5.2 |
| d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology; | 3.1, 3.2, 3.3, 3.4, 3.5 |
| e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and, | 5.3 |
| f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. | 5.2, 5.1 |

School Administrator Evaluation System

| Alignment to the Florida Principal Leadership Standards | |
|---|-------------------------|
| Practice | Evaluation Indicators |
| 5. Learning Environment | |
| <i>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</i> | |
| a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy; | 5.1, 5.3 |
| b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning; | 5.1, 5.3 |
| c. Promotes school and classroom practices that validate and value similarities and differences among students; | 2.4, 5.1, 5.2 |
| d. Provides recurring monitoring and feedback on the quality of the learning environment; | 1.4, 2.2, 2.3, 2.4, 3.5 |
| e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and, | 3.1, 3.5, 5.2, 5.4 |
| f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. | 5.3, 5.4 |
| Domain 3: Organizational Leadership | |
| 6. Decision Making | |
| <i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</i> | |
| a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency; | 3.1, 3.2, 3.4, 3.5, 6.1 |
| b. Uses critical thinking and problem solving techniques to define problems and identify solutions; | 2.4, 6.2 |
| c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; | 1.4, 3.5, 5.2, 6.3 |
| d. Empowers others and distributes leadership when appropriate; and, | 3.6, 6.4 |
| e. Uses effective technology integration to enhance decision making and efficiency throughout the school. | 3.6, 5.2, 6.5 |
| 7. Leadership Development | |
| <i>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</i> | |
| a. Identifies and cultivates potential and emerging leaders; | 2.1, 2.2, 3.6, 7.1 |
| b. Provides evidence of delegation and trust in subordinate leaders; | 3.6, 5.2, 7.2 |
| c. Plans for succession management in key positions; | 3.6, 5.2, 7.3 |
| d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and, | 3.6, 7.1, 7.2, 7.4 |
| e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. | 3.6, 5.2, 7.4 |
| 8. School Management | |
| <i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i> | |
| a. Organizes time, tasks and projects effectively with clear objectives and coherent plans; | 8.1 |
| b. Establishes appropriate deadlines for him/herself and the entire organization; | 8.1, 8.2 |
| c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and, | 8.3 |
| d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. | 8.2 |

School Administrator Evaluation System

| Alignment to the Florida Principal Leadership Standards | |
|--|-----------------------|
| Practice | Evaluation Indicators |
| 9. Communication | |
| <i>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</i> | |
| a. Actively listens to and learns from students, staff, parents, and community stakeholders; | 3.2-3.5, 9.1 |
| b. Recognizes individuals for effective performance; | 9.4 |
| c. Communicates student expectations and performance information to students, parents, and community; | 9.2 |
| d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school; | 5.2, 9.2 |
| e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. | 9.2 |
| f. Utilizes appropriate technologies for communication and collaboration; and, | 9.3 |
| g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. | 2.2, 2.3, 9.2 |
| Domain 4: Professional and Ethical Behavior | |
| 10. Professional and Ethical Behavior | |
| <i>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</i> | |
| a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.; | 10.2, 10.3, 10.4 |
| b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership; | 9.1, 10.1 |
| c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; | 3.6, 10.3 |
| d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; | 10.2, 10.4 |
| e. Demonstrates willingness to admit error and learn from it; and, | 10.1-10.4 |
| f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. | 10.2, 10.4 |

Appendix B – Observation Instruments for School Administrators

Conference/Proficiency Status Short Form

Florida School Leader Assessment (FSLA)

Conference Summary/Proficiency Status Update - Short Form

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

| Domain 1: Student Achievement | | | | |
|--|----------------------|---------------|-----------------------|--------------------|
| | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank. | | | | |
| Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula. | | | | |
| | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 1.1 – Academic Standards | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 1.2 – Performance Data | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 1.3 – Planning and Goal Setting | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 1.4 - Student Achievement Results | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success. | | | | |
| | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 2.1 - Learning Organization | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 2.2 - School Climate | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 2.3 - High Expectations | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 2.4 - Student Performance Focus | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |

| Domain 2: Instructional Leadership | | | | |
|--|----------------------|---------------|-----------------------|--------------------|
| | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank. | | | | |
| Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. | | | | |
| | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 3.1 - FEAPs | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 3.2- Standards based Instruction | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 3.3 - Learning Goals Alignments | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 3.4 - Curriculum Alignments | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 3.5 - Quality Assessments | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 3.6 - Faculty Effectiveness | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice. | | | | |
| | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 4.1 - Recruitment and Retention | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |
| Indicator 4.2- Feedback Practices | () Highly Effective | () Effective | () Needs Improvement | () Unsatisfactory |

School Administrator Evaluation System

| | | | | |
|--|---|------------------------------------|--|---|
| Indicator 4.3 - High effect size strategies | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 4.4 - Instructional Initiatives | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 4.5 - Facilitating & Leading Prof. Learning | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 4.6 –Faculty Development Alignments | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 4.7 - Actual Improvement | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. | | | | |
| | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 5.1 - Student Centered | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 5.2 - Success Oriented | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 5.3- Diversity | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 5.4 - Achievement Gaps | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |

| Domain 3 - Organizational Leadership <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory <i>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i> | | | | |
|---|---|------------------------------------|--|---|
| Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions. | | | | |
| | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 6.1- Prioritization Practices | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 6.2- Problem Solving. | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 6.3 - Quality Control | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 6.4 - Distributive Leadership | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 6.5 - Technology Integration | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders. | | | | |
| | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 7.1- Leadership Team | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 7.2 - Delegation | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 7.3 - Succession Planning | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 7.4 - Relationships | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. | | | | |
| | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 8.1 - Organizational Skills | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 8.2- Strategic Instructional Resourcing | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 8.3 – Collegial Learning Resources | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community. | | | | |
| | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 9.1— Constructive Conversations | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 9.2 - Clear Goals and Expectations | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 9.3 - Accessibility | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 9.4 - Recognitions | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |

School Administrator Evaluation System

Domain 4 - Professional and Ethical Behaviors

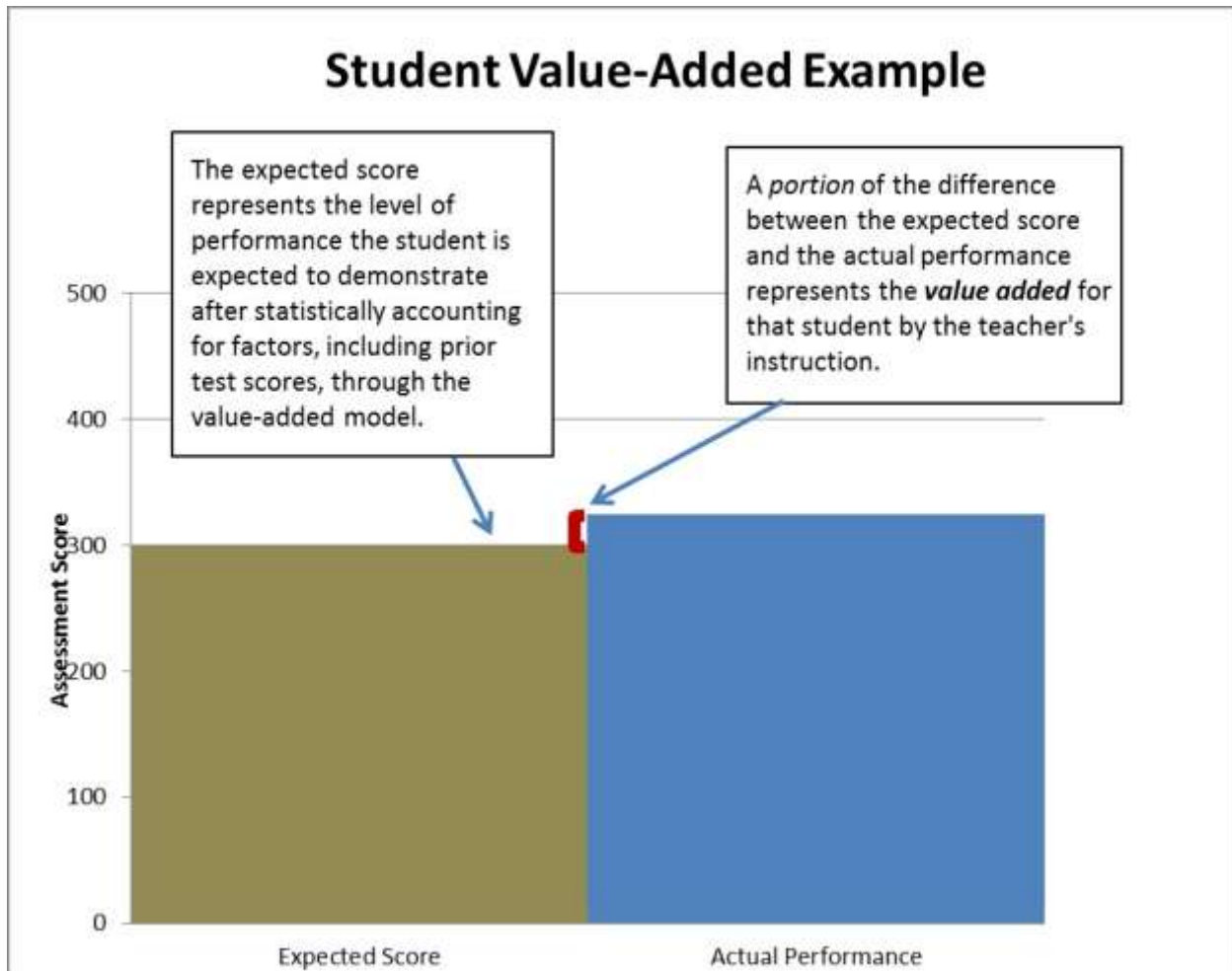
☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

| | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
|--|---|------------------------------------|--|---|
| Indicator 10.1 – Resiliency | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 10.2 - Professional Learning | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 10.3 - Commitment | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Indicator 10.4 – Professional Conduct | <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |

Appendix C – Student Performance Measures



What are Florida's Value-Added Models (VAM)?

Value-added models in general are used to measure a specific impact or influence on a performance outcome. Value-added models are used often in the areas of health care, education and economics, for example. In Florida, our value-added models are used to measure the contribution of a teacher or school to student learning growth. Our value-added models do this by measuring the difference in each student's actual performance on a statewide assessment from that student's expected performance, which takes into account specific student and classroom factors that impact the learning process.

Florida's value-added models for English language arts, Mathematics and Grade 9 Algebra I were developed and recommended by the Student Growth Implementation Committee and approved by the Commissioner of Education. For more information about the Student Growth Implementation Committee, please visit <http://www.fl DOE.org/teaching/performance-evaluation/student-growth-implementation-committee.html>. For information on the factors included in the model, please visit <http://www.fl DOE.org/core/fileparse.php/7503/urlt/0102687-value-added-model-white-paper.doc> (Word).

What does a VAM score mean?

VAM scores represent the amount the teacher contributed to student learning growth, on average, to the students they taught while controlling for factors that impact student learning growth.

Several scores are created each year based on the VAM model results. However, because teachers sometimes teach at more than one school, in more than one grade or subject, or may change teaching assignments from one year to the next, we combine these different scores for the same teacher across grades and subjects for up to three years into an "Aggregate VAM Score." Using the average yearly growth made by students statewide in each grade and subject, the Aggregate VAM Score may be interpreted as a proportion of that average growth. Displaying a VAM result in this manner can provide context to the number, because it represents a percentage above or below the average student growth for the year. For example, an Aggregate VAM Score of +0.25 would mean that, on average, the teacher's contribution to learning among their students resulted in scores that were 25 percent above the state average growth for that grade and subject. Conversely, an Aggregate VAM Score of -.10 would mean that, on average, the teacher's contribution to learning among their students resulted in scores that were 10 percent below the state average growth for that grade and subject. A score of 0 (zero) reflects average or typical performance where students are performing as they are expected to, on average.

Algebra 1 VAM scores are not standardized and not aggregated because there are different scales used between the Algebra 1 EOC and the prior scores incorporated into the model based on the FSA grade-level assessments. Algebra 1 VAM scores use the developmental scale of the assessment, so results are interpreted as the number of points (rather than a percentage) on the assessment above or below the expected learning growth of similar students in the state that are attributed to the teacher, while controlling for the factors used in the model. For example, if a teacher's value-added Algebra 1 score is 10, it means students taught by that teacher, on average, demonstrated learning growth of 10 points on the developmental scale higher than they were expected to, with those expectations being based on actual performance among similar students throughout the state. In this instance, "similar" means students that share the same student, classroom and school characteristics accounted for in the model. A score of 0 (zero) reflects average or typical performance where students are performing as they are expected to on average.

Lastly, data are provided to districts reflecting the number and percent of students on each teacher's roster who met or exceeded their expected score (in the example above, the blue bar being equal to or higher than the green bar would yield a "yes, met or exceeded").

Why do we have VAM?

Section 1012.34, Florida statutes requires that school districts implement personnel evaluations that are based on several criteria, one of which is the performance of each educator's students. The law allows the commissioner to select a statewide model that is based on learning growth, so that educators can be credited with improving student learning regardless of how much the student knows when he/she first enters a teacher's classroom using a measure that is consistent across districts. There are a number of ways to measure learning growth. The Student Growth Implementation Committee recommended and the Commissioner of Education approved using a

value-added model (VAM) to measure learning growth for purposes of teacher evaluation, in part because of the model's capacity to reflect an individual educator's contribution to that learning growth. VAM results, along with the other components in districts' personnel evaluation systems, provide a tool for districts to more accurately evaluate teacher and principal performance. Use of the VAM data as part of the performance of student's component in a teacher's evaluation is optional, and is a local district decision.

Is VAM required to be used as a part of a teacher's evaluation?

No.

How many teachers will have VAM data?

Approximately one-third of classroom teachers receive VAM scores.

Currently, VAM scores are produced for teachers of the following grades and subjects:

- English Language Arts (4th, 5th, 6th, 7th, 8th, 9th, 10th)
- Mathematics (4th, 5th, 6th, 7th, 8th)
- Algebra I (9th and 8th grades only)

To see the complete Florida VAM course list go to <https://www.flrules.org/gateway/reference.asp?No=Ref-05759>.

Appendix D – Summative Evaluation Forms

SUMMATIVE EVALUTION FORM: Annual PERFORMANCE LEVEL

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Evaluator's Title: _____ Date Completed: _____

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

| Domain | Rating | Points | Weight | Domain Weighted Score |
|--|--------|--------|--------|-----------------------|
| Domain 1 – Student Achievement | | | .20 | |
| Domain 2 – Instructional Leadership | | | .40 | |
| Domain 3 – Organizational Leadership | | | .20 | |
| Domain 4 – Professional and Ethical Behavior | | | .20 | |

Once Domain Weighted Score is obtained, it is converted to a 100 point scale to obtain the FSLA score.

| Domain | Weighted Value | Convert to 100 point scale | Domain Score |
|--|----------------|----------------------------|--------------|
| Domain 1 – Student Achievement | | X 100 | |
| Domain 2 – Instructional Leadership | | X 100 | |
| Domain 3 – Organizational Leadership | | X 100 | |
| Domain 4 – Professional and Ethical Behavior | | X 100 | |
| FSLA Score | | | |

FSLA Score Rating Rubric

| FSLA Score | FSLA Proficiency Rating |
|------------|-------------------------|
| 240 to 300 | Highly Effective |
| 151 to 239 | Effective |
| 75 to 150 | Needs Improvement |
| 0 to 74 | Unsatisfactory |

School Administrator Evaluation System

FSLA Rating: _____

The information as shown below is the summative evaluation for the School Leader Evaluation System. Calculations and point totals are based on information included in the School Leader Evaluation System.

Annual Performance Evaluation Score Sheet

A. FSLA Score (50% of total) + Professional Dev. Score (15% of total) =

Leadership Practice Score (65% of Overall Total): _____

B. Student growth Measure Score (35% of total): _____

(The student growth score used for school year _____ will be the school wide VAM score for each school converted to a 600 point scale as required by the School Leader Evaluation system.)

C. Overall School Leader Evaluation Score: _____

| Overall Performance Score Range | Overall Performance Level Rating |
|---------------------------------|----------------------------------|
| 480 to 600 | Highly Effective |
| 301 to 479 | Effective |
| 150 to 300 | Needs Improvement |
| 0 to 149 | Unsatisfactory |

Performance level is ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

School Leader Signature:

Date: _____

Evaluatee's Signature:

Date: _____