



2015-2016

# Gulf Administrative Evaluation System



Rule 6A-5.030  
Form AEST-2015  
Effective Date: October 2015 (Pending Approval)

Gulf District School  
Superintendent Jim Norton  
2015-2016

## Table of Contents

1. Performance of Students
2. Instructional Leadership
3. Other Indicators of Performance
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring
8. Appendix A – Checklist for Approval
9. Appendix B – Rubric

**\*\*Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

## **1. Performance of Students**

Student performance data comprises one-third of the overall administrative evaluation. As required by statute, data for the current year and the two immediately preceding years are used if available. For school administrators, the state-determined VAM (FSA Math and Reading averages) will be the foundation of the Student Growth and Achievement portion of the evaluation. The VAM Multi-Measure Tool developed by the Panhandle Area Educational Consortium (PAEC) will be used to ensure accurate calculation. Detailed information on how the VAM Multi-Measure Tool is used and an example can be found on pages 10-11. The complete list of indicators used on the Administrative Summative Evaluation Form can be seen on the data collection instrument on pages 6-8. While all leadership characteristics impact the performance of students, those bearing asterisks have the most direct impact. The Leadership Practice component contributes the remaining percentage of the school leader's evaluation and is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others.

## **2. Instructional Leadership**

The Administrative Summative Evaluation is based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development. It is fully aligned with the Florida Principal Leadership Standards.

Illustrative references include:

- 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

The first step in the appraisal process is to provide the school administrator with an orientation. This would be done at the onset of the new school year or when a new school administrator is hired. The depth and detail of orientation may vary based on prior training and whether changes in the evaluation model occurred, but an annual orientation or re-fresher orientation should occur.

School leaders will be evaluated annually by the Assistant Superintendent for Instruction, however input from other personnel trained in the evaluation system may be considered. Such

personnel may include the Assistant Superintendent for Business, the Assistant Superintendent for Special Services, the Director of Assessment, and the Chief Finance Officer.

The leader and evaluator will have a formal meeting to address the process and expectations. A self-assessment is conducted to specifically identify improvement priorities. Then, throughout the school year, impact evidence will be collected by the evaluator and also shared by the evaluatee. Data from a variety of sources, including parents, teachers and staff would be included. Site visits provide both formal and informal data and is combined with evidence on leader’s actions and impact.

Mid-year, progress is discussed and reviewed; if there is an absence of an indicator it is discussed and addressed with a follow-up meeting. The supervisor will provide coaching and assistance, as needed, throughout the annual cycle. The supervisor may also seek feedback from the evaluatee on how to improve his/her performance and probe for alternative solutions and/or opportunities.

At the end of the year, the summative evaluation form is prepared by the evaluator and a formal meeting between the evaluatee and evaluator occurs where the evaluation is explained and priority growth issues are considered for the future. Improvement is promoted by conveying feedback in a specific, actionable, and timely manner.

Below is a crosswalk from the district’s evaluation framework to the Principal Leadership Standards.

<b>Alignment to the Florida Principal Leadership Standards (FPLS)</b>	
Domain/Standard	Evaluation Indicators
<b>Domain 1: Student Achievement:</b>	
<b>1. Student Learning Results:</b> Effective school leaders achieve results on the school’s student learning goals.	
a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and,	1.1
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.	Student Growth & Achievement component
<b>2. Student Learning As a Priority:</b> 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.	
a. Enables faculty and staff to work as a system focused on student learning;	1.4
b. Maintains a school climate that supports student engagement in learning;	1.5
c. Generates high expectations for learning growth by all students; and,	1.6
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	1.7
<b>Domain 2: Instructional Leadership</b>	
<b>3. Instructional Plan Implementation:</b> 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.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	All
b. Engages in data analysis for instructional planning and improvement;	1.2
c. Communicates the relationships among academic standards, effective instruction, and student performance;	2.1

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,	1.3
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	2.2
<b>4. Faculty Development:2.5</b>	
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
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;	2.5
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	2.1
c. Employs a faculty with the instructional proficiencies needed for the school population served;	2.5
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;	2.5
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	2.3, 2.5
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	2.4
<b>5. Learning Environment:</b>	
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
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;	3.8
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;	3.8
c. Promotes school and classroom practices that validate and value similarities and differences among students;	3.8
d. Provides recurring monitoring and feedback on the quality of the learning environment;	2.1
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	1.7
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.	3.8
<b>Domain 3: Organizational Leadership</b>	
<b>6. Decision Making:</b>	
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	3.1
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	4.3
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	4.3
d. Empowers others and distributes leadership when appropriate; and,	3.2
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	2.6
<b>7. Leadership Development:</b>	
Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	3.2
b. Provides evidence of delegation and trust in subordinate leaders;	3.2
c. Plans for succession management in key positions;	3.2
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	3.2
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	3.3
<b>8. School Management:</b>	
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.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	3.4
b. Establishes appropriate deadlines for him/herself and the entire organization;	3.4
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	3.4
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	4.4
<b>9. Communication:</b>	
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.	

a. Actively listens to and learns from students, staff, parents, and community stakeholders;	3.3
b. Recognizes individuals for effective performance;	3.7
c. Communicates student expectations and performance information to students, parents, and community;	3.5
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	3.6
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	3.3
f. Utilizes appropriate technologies for communication and collaboration; and,	2.6
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	1.1
<b>Domain 4: Professional and Ethical Behavior</b>	
<b>10. Professional and Ethical Behaviors:</b>	
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
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.;	4.5
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;	4.1
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;	4.3
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	4.2
e. Demonstrates willingness to admit error and learn from it; and,	4.3
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	4.2

The Administrative Summative Evaluation Forms can be found on the next three pages.

**Gulf District Schools**  
**Administrative Summative Evaluation Form Score/Cover Sheet**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

25%	Domain 1: Student Achievement			Points Earned
HE	4 or more are HE and none are less than E	100% of points	75	
E	4 or more are E or higher, none are less than NI	80% of points	60	
NI	Criteria for E not met and no more than 1 is U	50% of points	39	
U	3 or more are U	20% of points	15	

25%	Domain 2: Instructional Leadership			Points Earned
HE	4 or more are HE and none are less than E	100% of points	75	
E	4 or more are E or higher, none are less than NI	80% of points	60	
NI	Criteria for E not met and no more than 1 is U	50% of points	39	
U	2 or more are U	20% of points	15	

25%	Domain 3: Operational Leadership			Points Earned
HE	5 or more are HE and none are less than E	100% of points	75	
E	5 or more are E or higher, none are less than NI	80% of points	60	
NI	Criteria for E not met and no more than 2 are U	50% of points	39	
U	3 or more are U	20% of points	15	

25%	Domain 4: Professional and Ethical Behaviors			Points Earned
HE	3 or more are HE and none are less than E	100% of points	75	
E	3 or more are E or higher, none are less than NI	80% of points	60	
NI	Criteria for E not met and no more than 1 is U	50% of points	39	
U	2 or more are U	20% of points	15	

Domain 1 points: \_\_\_\_\_  
 Domain 2 points: \_\_\_\_\_  
 Domain 3 points: \_\_\_\_\_  
 Domain 4 points: \_\_\_\_\_

**Part 1: Performance Total:** \_\_\_\_\_  
 (2/3 of Grand TOTAL)

**Part 2: Student Growth & Achievement Total\*:** \_\_\_\_\_  
 (1/3 of Grand TOTAL)

\* Must include achievement data for 3 years if that data is available.

**Part 1 & 2: Grand TOTAL** \_\_\_\_\_

<b>Final Ranking:</b>	<b>HE</b>	<b>E</b>	<b>NI</b>	<b>U</b>
Highly Effective		418-450		
Effective		327-417		
Needs Improvement		294-326		
Unsatisfactory		0-293		

<b>Signatures indicating mid-year</b>
Evaluatee: _____
Evaluator: _____
Date: _____
*****
<b>Signatures indicating review of final</b>
Evaluatee: _____
Evaluator: _____
Date: _____
<i>Originals should be sent to District Office and a copy provided for Evaluatee and Evaluator.</i>

**Gulf District Schools  
Administrative Summative Evaluation Form**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Work Site(s): \_\_\_\_\_ Job Assignment: \_\_\_\_\_

**1.0 STUDENT ACHIEVEMENT**

**HE E NI U 1.1\*** Demonstrates understanding of student requirements and academic standards and ensures faculty is well informed about them.

**HE E NI U 1.2\*** Demonstrates the use of student and adult performance data to make instructional leadership decisions, plan and set goals to improve student achievement.

**HE E NI U 1.3\*** Implements district's adopted curricula and state standards in a manner that is rigorous and culturally relevant to the school climate.

**HE E NI U 1.4\*** Enables faculty and staff to work as a system focused on student learning and engages them in effort to close learning performance gaps.

**HE E NI U 1.5\*** Maintains a school climate that supports student engagement and learning.

**HE E NI U 1.6\*** Generates high expectations for learning growth by all students.

**HE E NI U 1.7\*** Understands of present levels of student performance and leads faculty in effort to close learning gap and initiates continuous improvement processes.

**2.0 INSTRUCTIONAL LEADERSHIP**

**HE E NI U 2.1\*** Implements feedback processes to ensure that priority learning goals are aligned to standards and accompanied by assessment to track progress toward student mastery.

**HE E NI U 2.2\*** Ensures the appropriate use of high quality formative and interim assessments aligned to standards and curriculum.

**HE E NI U 2.3\*** Monitors the effectiveness of classroom teachers and uses the district's evaluation system to improve student achievement and faculty proficiency.

**HE E NI U 2.4** Manages the organization, operations, and facilities to provide faculty with the opportunity to reach professional learning goals.

**HE E NI U 2.5\*** Identifies instructional proficiency needs and focuses on professional learning clearly linked to improvement goals.

**HE E NI U 2.6** Utilizes technology for communication and collaboration and uses it to enhance decision making and efficiency.

### 3.0 OPERATIONAL LEADERSHIP

**HE E NI U 3.1\*** Gives priority attention to decisions that impact student learning and teacher proficiency and make decisions based on facts and data.

**HE E NI U 3.2** Empowers faculty, cultivates potential and emerging leaders, and promotes teacher-leadership functions.

**HE E NI U 3.3** Develops sustainable and supportive relationships between stakeholders through active listening and constructive conversations.

**HE E NI U 3.4** Organizes time, tasks, and projects effectively

**HE E NI U 3.5** Communicates goals and expectations clearly and concisely using appropriate written and oral communication.

**HE E NI U 3.6** Maintains high visibility at school and in the community.

**HE E NI U 3.7** Recognizes individuals, collegial work groups, and supporting organizations for effective performance.

**HE E NI U 3.8** Maintains a safe, student-centered environment that values diversity and respects varied cultures, developmental issues, and learning styles.

### 4.0 PROFESSIONAL AND ETHICAL BEHAVIORS

**HE E NI U 4.1** Demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers.

**HE E NI U 4.2** Engages in professional learning that improves professional practice in alignment with the needs of the school and demonstrates explicit improvement in specific performance areas.

**HE E NI U 4.3** Identifies barriers and their impact and uses problem-solving strategies to find solutions, evaluates those solutions for effectiveness and revises if needed.

**HE E NI U 4.4** Demonstrates fiscal responsibility and allocates resources to maximize impact.

**HE E NI U 4.5** Adheres to the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession.

**Comments by evaluator:**

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**Comments by evaluatee:**

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### **3. Other Indicators of Performance**

Objectively reliable survey information from students and parents which is based on teaching practices that are consistently associated with higher student achievement may be taken into consideration. However, they do not carry specific weight in the overall evaluation.

### **4. Summative Evaluation Score**

The performance labels used in Section 1012.34, F. S. for summative performance levels are also used in this appraisal system to summarize feedback on domains, proficiency areas, and indicators:

- Highly Effective (HE)
- Effective (E)
- Needs Improvement (NI)
- Unsatisfactory (U)

Each of the four domains is valued at 25% and comprise a total of 300 points (2/3 of the total points available). Student performance data comprises the remaining third of the total and has 150 possible points. Ratings on indicators (based on the provided rubric – see Appendix B) combine to generate a rating for each domain and considers the number of indicators in that domain.

Domain 1 (Student Achievement) contains seven indicators; each to be scored as Highly Effective (HE), Effective (E), Needs Improvement (NI), or Unsatisfactory (U). If four or more are rated HE and none are less than E, the principal is awarded 100% of the points available (75 points) for Domain 1. If four or more of the indicators are rated E or higher and none are less than NI, the principal is awarded 80% of the points available (60 points) for the domain. Principals receive 50% of the points available (39 points) if the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (15 points) are awarded if three or more indicators are rated U. A similar scoring system has been established for the remaining domains.

Domain 2 (Instructional Leadership) contains six indicators. If four or more are rated HE and none are less than E, the principal is awarded 100% of the points available (75 points) for Domain 2. If four or more of the indicators are rated E or higher and none are less than NI, the principal is awarded 80% of the points available (60 points) for the domain. Principals receive 50% of the points available (39 points) if the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (15 points) are awarded if two or more indicators are rated U.

Domain 3 (Operational Leadership) contains eight indicators. If five or more are rated HE and none are less than E, the principal is awarded 100% of the points available (75 points) for Domain 3. If five or more of the indicators are rated E or higher and none are less than NI, the principal is awarded 80% of the points available (60 points) for the domain. Principals receive 50% of the points available (39 points) if the criteria for E are not met and no more than two indicators are rated unsatisfactory. Twenty percent of the points available (15 points) are awarded if three or more indicators are rated U.

Domain 4 (Professional and ethical behaviors) contains five indicators. If three or more are rated HE and none are less than E, the principal is awarded 100% of the points available (75 points) for Domain 4. If three or more of the indicators are rated E or higher and none are less than NI, the principal is awarded 80% of the points available (60 points) for the domain. Principals receive 50% of the points available (39 points) if the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (15 points) are awarded if two or more indicators are rated U.

The Administrative Summative Evaluation Form Score/Cover Sheet in Part 2 delineates the scoring process and provides a place for the calculations to be completed. The scores from all four domains are added together to obtain a Performance Total. This total is then added to the Student Growth and Achievement total to complete the evaluation.

When determining Student Growth and Achievement, student performance data for at least three years, including the current year and the two immediately preceding the current year, will be used if available. If less than the three most recent years are available, those years for which data are available will be used.

The Student Growth & Achievement number is derived from the state-determined VAM (FSA Math and Reading averages). The VAM Multi-Measure Tool developed by the Panhandle Area Educational Consortium (PAEC) will be used to ensure accurate calculation. Below is an example using the VAM Multi-Measure Tool for an elementary school principal.

Columns 1, 2 and 3 show the year, subject and grade respectively.

Column 4 shows the school VAM for each subject and grade where applicable and as provided by the state.

Columns 5, 6 and 7 show the number of students tested, the number meeting expectations and the percentage of students that met or exceeded expectations, respectively.

Columns 8, 9, and 10 contain additional VAM data as provided by the state.

Beginning with the 2015-2016 school year, the state will convert VAM to a 1-4 scale, with 4 being Highly Effective, 3 being Effective, 2 being Needs Improvement and 1 being Unsatisfactory. That data can be seen in Column 11. The below scale will be used to determine a principal's ranking once the figures in Column 11 have been averaged. Please note, this example only reflect one year's data. It would be averaged with that of the two preceding years, if available.

State VAM Scale:

- 3.5-4.0 = 150 points
- 3.0-3.4 = 125 points
- 2.5-2.9 = 100 points
- 2.0-2.4 = 75 points

- 1.5-1.9 = 50 points
- 1.0-1.4 = 25 points

### Elementary Principal Example

1	2	3	4	5	6	7	8	9	10	11
Year	Subject	Grade	School VAM Score	# of Students	# Meeting Expectations	% Meeting Expectations	Classification Points	Value Added %	Value Added Points	VAM Scale
14/15	ELA	4	1.075	45	25	55.55	134/E	16.79	22.499	3
14/15	ELA	5	-3.387	46	16	34.78	110/U	17.16	18.880	1
14/15	ELA	6	3.722	42	31	73.81	150/HE	15.67	23.506	4
14/15	Math	4	1.794	46	32	69.56	134/E	17.16	22.999	3
14/15	Math	5	-2.536	47	19	40.42	119/NI	17.53	20.869	2
14/15	Math	6	3.808	42	34	80.95	150/HE	15.67	23.506	4
										2.83 100 points

### 5. Additional Requirements

The district and school improvement plans are developed through needs assessment of data: student performance data, instructional personnel evaluation data and principal evaluation data. Results of personnel evaluations will be used to determine professional learning needs of the district, school, and individual. School improvement plans will consider student performance achievement and the strengths and needs of personnel in the development of action plans, with improved student performance being the guiding goal. “Continuous improvement and professional growth” is the guiding philosophy of the Gulf District Evaluation System. Feedback to personnel, and professional conversation between observers/evaluators and personnel, is critical to professional growth. Once the Assistant Superintendent for Instruction has completed the evaluation, school leaders are provided with timely feedback to support improvement of professional skills needed for effective job performance. Feedback is used to improve the quality of future actions or depth of understanding on performance expectations.

Parents and instructional personnel are given the opportunity through the climate surveys taken annually and the Employee Engagement Survey to provide feedback which is considered in the completion of the evaluation. However, they do not carry specific weight in the overall calculation.

In the event a school leader has been deemed less than effective as a result of the evaluation process, participation in specific professional development programs will be required. Because Gulf District is small (4 schools) a peer assistance program for principals is not effective. New or struggling principals are mentored by District Office personnel who have had experience as both a high and an elementary level principal.

### 6. District Evaluation Procedures

The Superintendent of Schools will be given a written report of the evaluation for the purpose of reviewing the employee’s contract. The superintendent shall annually notify the Department of

Education of any school administrators who receive two consecutive unsatisfactory evaluations and of any school administrators who are given written notice by the district of intent to terminate or not renew their employment.

A written report will also be given to the employee no more than ten days after the completion of the evaluation. 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.

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

A formal review of the implementation of the evaluation system shall be conducted annually to determine district compliance with Florida law and district policies. The focus of the review will be on the aspects of the system that support improvements in instruction and student learning and will compare final evaluations for accuracy and inter-rater reliability. Evaluations will be finalized within thirty days of the receipt of all student performance data. This review will occur immediately following the completion of the final evaluations.

Section 5 (Additional Requirements) of this document details how information regarding the use evaluation data to plan professional development activities.

## **Appendix A – Checklist for Approval**

### **Performance of Students**

The district has provided and meets the following criteria:

For all school administrators:

- ✓ The percentage of the evaluation that is based on the performance of students criterion.
- ✓ An explanation of the scoring method, including how it is calculated and combined.
- ✓ At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:

- ✓ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ✓ If less than the three most recent years of data are available, those years for which data are available must be used.
- ✓ If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:

- ✓ The district-determined student performance measure(s) used for personnel evaluations.

### **Instructional Leadership**

The district has provided and meets the following criteria:

For all school administrators:

- ✓ The percentage of the evaluation system that is based on the instructional leadership criterion.
- ✓ At least one-third of the evaluation is based on instructional leadership.
- ✓ An explanation of the scoring method, including how it is calculated and combined.
- ✓ The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:

- ✓ A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district's evaluation contains indicators based upon each of the Principal Leadership Standards.

For all school administrators:

- ✓ Procedures for conducting observations and collecting data and other evidence of instructional leadership.

### **Other Indicators of Performance**

The district has provided and meets the following criteria:

- ✓ Described the additional performance indicators, if any.
- ✓ The percentage of the final evaluation that is based upon the additional indicators.
- ✓ The scoring method, including how it is calculated and combined.

### **Summative Evaluation Score**

The district has provided and meets the following criteria:

- ✓ Summative evaluation form(s).
- ✓ Scoring method, including how it is calculated and combined.
- ✓ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

### **Additional Requirements**

The district has provided and meets the following criteria:

- ✓ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ✓ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ✓ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ✓ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ✓ Processes for providing timely feedback to the individual being evaluated.
- ✓ Description of how results from the evaluation system will be used for professional development.
- ✓ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ✓ All school administrators must be evaluated at least once a year.

For school administrators:

- ✓ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ✓ Description of the district's criteria for inclusion of parental input.
- ✓ Description of manner of inclusion of parental input.
- ✓ Description of the district's peer assistance process, if any.
- ✓ Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

## **District Evaluation Procedures**

The district has provided and meets the following criteria:

- ✓ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That 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.
- ✓ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

## **District Self-Monitoring**

The district self-monitoring includes processes to determine the following:

- ✓ 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 evaluation system(s).
- ✓ The use of evaluation data to identify individual professional development.
- ✓ The use of evaluation data to inform school and district improvement plans.

## Appendix B – Rubric

### 1.0 Student Achievement

#### 1.1 Demonstrates understanding of student requirements and academic standards and ensures faculty is well informed about them.

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic reviews of student work.</p> <p>The leader can articulate which Common Core Standards are designated for implementation in multiple courses.</p>	<p>The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards.</p> <p>The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.</p>	<p>Common Core Standards and NGSSS are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students.</p> <p>Assignments and activities in most, but not all courses relate to the standards in the course descriptions.</p>	<p>Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions.</p> <p>Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.</p>

#### 1.2 Demonstrates the use of student and adult performance data to make instructional leadership decisions, plan and set goals to improve student achievement.

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>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 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>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>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>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>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>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p> <p>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>

### 1.3 Implements district's adopted curricula and state standards in a manner that is rigorous and culturally relevant to the school climate.

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.</p> <p>Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.</p> <p>The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.</p>	<p>Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.</p> <p>The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.</p> <p>Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.</p>	<p>Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction is aligned with the standards in some courses.</p> <p>Instruction is delivered in a rigorous manner in some courses.</p> <p>Instruction is culturally relevant for some students.</p> <p>The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.</p>	<p>There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.</p> <p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.</p>

**1.4 Enables faculty and staff to work as a system focused on student learning and engages them in an effort to close learning performance gaps.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

**1.5 Maintains a school climate that supports student engagement in learning.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

**1.6 Generates high expectations for learning growth by all students.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

**1.7 Understands present levels of student performance and leads faculty in an effort to close learning gap and initiates continuous improvement processes.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

**2.0 Instructional Leadership**

**2.1 Implements feedback processes to ensure that priority learning goals are aligned to standards, and assessment to tracking progress toward student mastery.**

<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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**2.2 Ensures the appropriate use of high quality formative and interim assessments aligned to standards and curriculum.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

### 2.3 Monitors the effectiveness of classroom teachers and uses district's evaluation system to improve student achievement and faculty proficiency.

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

### 2.4 Manages the organization, operations, and facilities to provide the faculty with the opportunity to reach professional goals.

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>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>

**2.5 Identifies instructional proficiency needs and focuses on professional learning clearly linked to improvement goals.**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.</p> <p>Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.</p> <p>The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.</p>	<p>Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.</p> <p>The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.</p> <p>Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.</p>	<p>Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction is aligned with the standards in some courses.</p> <p>Instruction is delivered in a rigorous manner in some courses.</p> <p>Instruction is culturally relevant for some students.</p> <p>The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.</p>	<p>There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.</p> <p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.</p>

**2.6 Utilizes technology for communication and collaboration and uses it to enhance decision making and efficiency.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

### 3.0 Operational Leadership

**3.1 Gives priority attention to decisions that impact the student learning and teacher proficiency and makes decisions based on facts and data.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

**3.2 Empowers faculty, cultivates potential and emerging leaders, and promoted teacher-leadership functions.**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>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 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>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>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>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p> <p>The leader 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>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p> <p>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>

### 3.3 Develops sustainable and supportive relationships between stakeholders through active listening and constructive conversations.

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

**3.4 Organizes time, tasks, and projects effectively.**

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

**3.5 Communicates goals and expectations clearly and concisely using appropriate written and oral communication.**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>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 misguiding others.</p>

### 3.6 Maintains high visibility at school and in the community.

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

### 3.7 Recognizes individuals, collegial work groups, and supporting organizations for effective performance.

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

### 3.8 Maintains a safe, student-centered environment that values diversity and respects varied cultures, developmental issues, and learning styles.

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

**4.0 Professional and Ethical Behavior**

**4.1 Demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers.**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>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>

**4.2 Engages in professional learning that improves professional practice in alignment with the needs of the school and demonstrates explicit improvement in specific performance.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

**4.3 Identifies barriers and their impact and uses problem-solving strategies to find solutions, evaluates those solutions for effectiveness and revises if needed.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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 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 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 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 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 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>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p> <p>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>

**4.4 Demonstrates fiscal responsibility and allocates resources to maximize impact.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

**4.5 Adheres to the Code of Ethics of the Education Profession in Florida and to the Principles of Professional Conduct for the Education Profession.**

<p><b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p><b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p><b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p><b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>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>

