Alachua County Public Schools

2018-2019

School Administrator Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

> Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions 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.

Table of Contents

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.

At the heart of the Performance Evaluation Instrument is the belief that a formative and summative evaluation system is not only possible but is advantageous in creating an ongoing improvement process. The establishment of targets is a beginning point, and adjustment is based upon continuous monitoring of data. These targets will contribute to the implementation and success of the district's goals for improvement.

At the beginning of the school year, the supervisor meets with each subordinate administrator to review the data pertinent to each of the target areas, the school improvement plan, the district's areas of emphasis, input from the administrator, and any other identified areas of need. The Administrator Performance Standards and Professional Code of Ethics will be reviewed as appropriate. Particular emphasis is placed upon the administrator in improving the performance of students. The administrator and supervisor then finalize the targets and related strategies and complete the Performance Evaluation for Administrators Agreement form by November 30th of each school year.

The administrator and the supervisor will meet at mid-year to review status of the performance objectives. The supervisor and administrator will complete all mid-year reviews of each component. This meeting may also be used to address areas of concern that must be added to the performance plan for the remaining school year.

At the end of the school year, the administrator and supervisor will review the administrator's targets and the results of each of the objectives. The supervisor is responsible for completing the Administrator Summative Evaluation form along with all final evaluations for each component. The completed forms are signed by the supervisor and administrator. A copy of each of the signed forms is given to the administrator and the supervisor sends one copy to the ACPS Department of Human Resources.

The Administrator Performance Scale Category is a recommendation and is subject to the approval of the Superintendent, who is the final authority for the appointment and reappointment of administrators.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its school administrator evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for school administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) adopted by the State Board of Education.

Training

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

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

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

Data Inclusion and Reporting

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

Evaluation Procedures

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

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

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

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

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

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

➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

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

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

Use of Results

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

➢ Planning of professional development; and

➢ Development of school and district improvement plans.

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

Notifications

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

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

> ➢ Receive two consecutive unsatisfactory evaluation ratings; or
> ➢ Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

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

> ➢ Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
> ➢ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
> ➢ Evaluators provide necessary and timely feedback to employees being evaluated;
> ➢ Evaluators follow district policies and procedures in the implementation of evaluation system(s);
> ➢ Use of evaluation data to identify individual professional development; and,
> ➢ Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
School Administrators	BY October 2018	Each school-based administrator shall be given access to the Performance Evaluation Instrument for School Administrators Manual. Each administrator shall review the material and documents to become familiar with the policies, procedures, and timelines.
	BY November 2018	Working with the administrator, the Superintendent or designee or principal develops, for each administrator under his/her supervision, Performance Targets and a Personal Professional Development Plan (PPDP), based on established district targets and school improvement goals and objectives. Each administrator also completes the self-assessment portion of the Leadership Framework Indicators. The administrator and supervisor reach a consensus on any areas that need to be addressed and discuss possible strategies and the supervisor's expectations.
	BY November 2018	The administrator and supervisor shall meet to discuss the Performance Targets and PPDP. If the administrator agrees with the supervisor's established performance targets, the Performance Evaluation for Administrators Agreement Form is completed. The supervisor and the administrator will retain a copy for the file and for their records. The school administrator and supervisor shall have on-going communication about the progress of the administrator in meeting Performance Targets, components of the PPDP, and any Evaluation Indicators that are of concern. NOTE: If the selected administrator performance targets and initiatives and projects are not accepted by the administrator, the two will discuss possible revisions and the supervisor will provide recommendations. The revised administrator performance targets will then be submitted for review and approval.
	BY February 2019	A mid-year meeting and performance review may occur. During the mid-year meeting, the supervisor and the school administrator will discuss the status of the administrator's

		performance and determine if there is a need for remediation, a mid-year review of all three components is officially completed at this time, and results entered on the respective evaluation instrument. The supervisor and the school administrator will retain a copy of the review for the file. The supervisor will determine if there is a need for placement on a Growth Plan. Additional components may be recommended for the school administrator's PPDP and additional training and support may be recommended.
	BY June 2019	A final meeting and performance review shall occur at the end of each school year. An evaluative review of all three components is officially completed by the supervisor at this time, and results entered on the respective evaluation instrument. The supervisor will complete the Overall Evaluation document and shall, within ten days of the performance evaluation, provide results to the school-based administrator. The supervisor and the school administrator shall sign the forms. The evaluated school administrator shall be afforded the opportunity to submit a written response to the evaluation. The supervisor will submit a signed copy of the Summative Performance Appraisal Rating document to Human Resources and to the superintendent. The Summative Performance Appraisal Rating is a recommendation and is subject to the approval of the superintendent, who is the final authority for the appointment and evaluation of administrators.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	August; Quarterly Reviews	Submission of targeted data information via google documents; individual meetings as needed; and meetings with DA schools.
	January & June Of Year	Feedback cycle that supports reflective practice and is re-visited mid-year and end-of-year. Review of ongoing PMRN with collected data.

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators	Leadership Framework Indicators Rubric - Performance on each of 10 indicators	Annually	10 days after Evaluation

Part IV: Evaluation Criteria

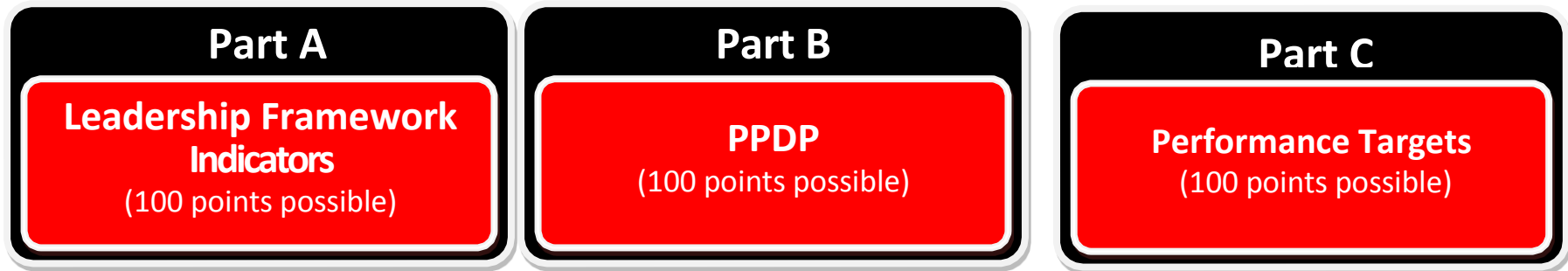## A. Instructional Leadership

In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Alachua County, instructional leadership accounts for 33% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including cut points for differentiating performance. See page 9, About the Performance Evaluation Process for Administrators, Part A, Part B, and Part C. See page 10, Final Evaluation Rating.

About the Performance Evaluation Process for Administrators

The Alachua County School Board and Superintendent are committed to realizing the Board's mission to provide educational excellence in every school, in every classroom, for every student, every day. Administrators play a critical role in supporting the success of our schools. In order to assist in achieving that success, the district is committed to identifying a clear and concise set of expectations for Administrators.

The district has, thus, developed a Performance Evaluation Process that consists of three key components. Each of the components are weighted equally, and are based on Principal Leadership Standards, school- and site-based Performance Targets (to include performance of students), and established Personal Professional Development goals.

Part A	Part B	Part C
Leadership Framework Indicators (100 points possible)	**PPDP** (100 points possible)	**Performance Targets** (100 points possible)

Part A: Leadership Framework (100 points possible)

This component consists of ten (10) Proficiency Areas linked to high-performing administrators. This component consists of a self-assessment, which is administered at the beginning of the year, and a feedback cycle that supports reflective practice and is re-visited mid-year and at the end of the year. Each administrator will be rated based on his or her performance on the indicators within each Proficiency Area. Ratings will indicate whether the administrator is Highly Effective on each indicator (10); is Effective on each indicator (7); Needs Improvement on each indicator (1); or is Unsatisfactory on each indicator (0).

Part B: Personal Professional Development Initiative (PPDP) (100 points possible)

This component is based on the school administrator's personal professional development project (PPDP), which aligns to the School Improvement and District Strategic Plan. Each administrator will be rated on his/her level of performance and completion of the established PPDP. He/she will be rated as Highly Effective on each target (5); Effective on each target (3); Needs Improvement on each target (1); or Unsatisfactory on each the target (0).

Part C: Performance Targets (100 points possible)

This component consists of measurable goals and site-specific targets based on student data and on VAM data provided by the state. The student learning targets are intended to be ambitious, yet achievable. Final targets are set by the Administrator and the Evaluator and approved by the Superintendent. Each administrator will be rated on whether he/she is Highly Effective on each target (5); is Effective on each target (3); Needs Improvement on each target (1); or is Unsatisfactory on each target (0).

At the beginning of the school year, the Superintendent or designee will hold a meeting with school-based administrators to review the evaluation indicators, allow administrators to complete a self-assessment, review trend performance data, review the school improvement plan, discuss the district's areas of focus, and review site specific data points and collaborate with the administrator to develop an action plan for the school year. Goals will be established based on system targets and the administrator's impact on improving student and teacher performance. The administrators and evaluator will finalize targets and establish strategies to meet the goals of the action plan by **November 2018**. The strategies used to meet the performance targets may be adjusted throughout the school year based on need and school data.

The administrator and the evaluator will meet at mid-year to review status of the performance objectives. The evaluator will complete the midyear review section of each of the components. Principals shall do likewise with all assistant principals at each school. The mid-year meeting and review may also be used to address areas of concern. This meeting will be completed by **February 2019**.

At the end of the school year, the administrator and evaluator will review the results of each of the component areas. The evaluator shall be responsible for completing the Administrator Summative Evaluation form and will provide feedback to the superintendent. Principals shall complete a Summative Evaluation on each assistant principal at his/her school. The completed forms are signed by the Superintendent or designee (or principal in the case of assistant principal evaluations) and each evaluated administrator. A copy of each of the signed forms is given to the evaluated administrator and the evaluator shall send one copy to ACPS Department of Human Resource Services. The Summative Performance Appraisal Rating is a recommendation and is subject to the approval of the Superintendent who is the final authority for the appointment and evaluation of administrators.

Final Evaluation Rating

Total Percentage Points Achieved	Rating
0 < 60	Unsatisfactory
60 < 70	Needs Improvement
70 < 86	Effective
86 – 100	Highly Effective

Leadership Framework Indicators Rubric

Please determine the administrator's best placement within each overall Proficiency Area. Indicators within each Proficiency Area may be evaluated separately, but an overall rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory shall be assigned to each Proficiency Area.

Proficiency Area 1. Student Learning Results

Indicator 1.1 - Academic Standards

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
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. The leader can articulate which Common Core Standards are designated for implementation in multiple courses.	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. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.	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. Assignments and activities in most, but not all courses relate to the standards in the course descriptions.	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. 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. Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.

Indicator 1.2 - Performance Data

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.

The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.	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. 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.	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. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.	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.

Indicator 1.3 - Planning and Goal Setting

Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. 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.	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. 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.	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. 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.	Planning for improvement in student achievement is not evident and goals are neither measurable nor specific. 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.

Indicator 1.4 - Student Achievement Results

Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
Leader's actions or impact of leader's actions relevant to this indicator exceed	Leader's actions or impact of leader's actions relevant to this indicator are	Leader's actions or impact of leader's actions relevant to this indicator are	Leader's actions or impact of leader's actions relevant to this indicator are

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

Proficiency Area 2. Student Learning as a Priority

Indicator 2.1 - Learning Organization

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The 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	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	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	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. Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of

among all student subgroups within the school. 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.	vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning and closing learning performance gaps among student subgroups within the school.	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.	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.

Indicator 2.2 - School Climate

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader 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. Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty. The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students. School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.	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. Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.	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. The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups. 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.	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. 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.

Indicator 2.3 - High Expectations

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations. The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools. The leader creates systems and approaches to monitor the level of academic expectations. The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.	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. The leader ensures that students are consistently learning, respectful, and on task. The leader sets clear expectations for student academics and establishing consistent practices across classrooms. The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	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. The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.	The leader does not create or support high academic expectations by accepting poor academic performance. The leader fails to set high expectations or sets unrealistic or unattainable goals. 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.

Indicator 2.4 - Student Performance Focus

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards. There is evidence of decisive	Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation. Power (high priority) standards	Standards have been analyzed, but are not translated into student-accessible language. School level assessments are inconsistent in their alignment with the course standards. Power (high priority)	There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards. School level assessments are not monitored for

changes in teacher assignments and curriculum based on student and adult performance data. Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.	are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress. Student work is posted, but does not reflect proficient work throughout the building.	alignment with the implementation level of the standards. No processes in use to analyze standards and identify assessment priorities. No high priority standards are identified and aligned with assessment practices.

Proficiency Area 3. Instructional Plan Implementation

Indicator 3.1 - FEAPs

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

Indicator 3.2 - Standards-Based Instruction

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course. 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. Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills. 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.	Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course. Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students. 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. Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.	Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course. Instruction is aligned with the standards in some courses. Instruction is delivered in a rigorous manner in some courses. Instruction is culturally relevant for some students. The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.	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. 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. 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.

Indicator 3.3 - Learning Goals Alignments

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.

Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals. 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. The leader routinely shares examples of effective learning goals that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.	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. 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. 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. Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.	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. 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. 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. Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.	Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are not systematically provided across the curriculum to guide student learning, or learning goals, where provided, are not aligned to state standards in the course description. 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). There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.

Indicator 3.4 - Curriculum Alignments

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available. The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of	Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards. Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards. Curriculum resources aligned to state standards by resource publishers/developers are used school	Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum. Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement. Curriculum resources aligned to state standards by text publishers/developers are used school	There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.

curriculum resources that are associated with improved student achievement. Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.	wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.	wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.	

Indicator 3.5 - Quality Assessments

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses 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. Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.	The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis. The leader routinely shares knowledge with staff to increase students' achievement. Formative assessment practices are employed routinely as part of the instructional program. 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.	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. The leader inconsistently shares knowledge with staff to increase student achievement. There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership. There is rudimentary use of assessment data from state, district, school, and classroom.	The leader has little knowledge and/or skills of assessment literacy and data analysis. There is little or no evidence of interaction with staff concerning assessments. The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership. Student achievement remains unchanged or declines. The leader does not use assessment data from state, district, school, and classroom.

Indicator 3.6 - Faculty Effectiveness

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed	Leader's actions or impact of leader's actions relevant to this indicator are	Leader's actions or impact of leader's actions relevant to this indicator are	Leader's actions or impact of leader's actions relevant to this indicator are

effective levels and constitute models of proficiency for other leaders.	sufficient and appropriate reflections of quality work with only normal variations	evident but are inconsistent or of insufficient scope or proficiency	minimal or are not occurring, or are having an adverse impact.
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. The leader shares productive monitoring methods with other school leaders to support district wide improvements.	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. The leader's monitoring practices are consistently implemented in a supportive and constructive manner.	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. The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.

Proficiency Area 4. Faculty and Staff Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;

b. Provides evidence of delegation and trust in subordinate leaders;

c. Plans for succession management in key positions;

d. Promotes teacher–leadership functions focused on instructional proficiency and student learning;

e. Develops sustainable and supportive relationships between school leaders and parents, community, higher education, and business leaders

Proficiency Area 5. Learning Environment

Indicator 5.1 - Student Centered

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader 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. Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	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. Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides limited evidence that they create a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement.	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. Does not collect data on curricular and extra-curricular student involvement.

Indicator 5.2 - Success Oriented

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform	Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students. Celebrations of student success are common events and are	Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students. Celebrations of student success are provided but are inconsistent in focusing	No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. MTSS not operational.

instruction). Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring). Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs. Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.

focused on recognition of the methods and effort expended so students understand what behaviors led to the success. Most grades and subject track student learning growth on priority instructional targets. MTSS operational across the grades and subjects.

on how/why students succeeded. MTSS operational in some classes.

Indicator 5.3 - Diversity

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

Indicator 5.4 - Achievement Gaps

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

Proficiency Area 6. Decision Making

Indicator 6.1 - Prioritization Practices

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader produces clear, convincing, and consistent evidence that	The leader's decisions consistently demonstrate an understanding of	The leader provides limited evidence that demonstrates understanding of learning,	The leader provides little or no evidence that demonstrate awareness of learning,

demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning. 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. Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.	learning, teaching, and student development. 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.	teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning. The leader produces limited evidence that the school's vision and mission impacts decision making.	teaching, and student development to inform decisions. The leader produces little to no evidence of making decisions that are linked to the school's vision and mission. Decisions adverse to student growth and/or faculty development are made.

Indicator 6.2 - Problem Solving

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors. 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. 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. The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results	The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed. The leader identifies multiple approaches for solving a problem. 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. Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact. The solution is implemented and the results reviewed with some consideration for further work.	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. Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors. 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.	The leader demonstrates a limited ability to identify a problem statement or related contextual factors. Solutions are vague or only indirectly address the problem statement. Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.

is conducted to determine need for further work.			

Indicator 6.3 - Quality Control			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data. 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.	The leader has a record of evaluating and revising decisions based on new data. Review of decision and follow-up actions are consistently timely.	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.	There is little or no evidence of reflection and reevaluation of previous decisions. Sub-ordinate leaders are not encouraged to evaluate prior decisions.

Indicator 6.4 - Distributive Leadership			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership. The leader encourages staff members to accept leadership responsibilities outside of the school building. The leader incorporates teacher and support staff	The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles. The leader supports the decisions made as part of the collective decision-making process. Decision-making delegations are clear: Sub-ordinates know what decisions are	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. Decisions are often rushed or made without appropriate input due to lack of	There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions. 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).

into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.	made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.	planning and implementation of development activities by staff members.	

Indicator 6.5 - Technology Integration

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

Proficiency Area 7. Leadership Development

Indicator 7.1 - Leadership Team

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.

The 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. Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams. 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. Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.	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. The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school. 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.	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. 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.	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. Persons under the leader's direction are unable or unwilling to assume added responsibilities. There is no or only minimal evidence of effort to develop leadership potential in others.

Indicator 7.2 - Delegation

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

Indicator 7.3 - Succession Planning

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

Indicator 7.4 - Relationships

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key	The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher	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

stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.

stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders. Leader has effective collegial relationships with most faculty and subordinates.

education, and business leaders) to support leadership development. Relationship skills are employed inconsistently.

in other organizations to build collaborative partnerships in support of leadership development.

Proficiency Area 8. School Management

Indicator 8.1 - Organizational Skills

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

Indicator 8.2 - Strategic Instructional Resourcing

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader 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. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. 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.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using the budget to focus resources on school improvement priorities. 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. The leader makes minimal attempts to secure added resources.	The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.

Indicator 8.3 - Collegial Learning Resources

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

school improvement needs. The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.	responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.

Proficiency Area 9. Communication

Indicator 9.1 - Constructive Conversations

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
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. 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.	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. The leader systematically communicates with diverse stakeholders about high achievement for all students.	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." The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices. The leader's communications with stakeholders about high achievement for all students are not carefully planned and implemented.	The leader's visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school. 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. The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.

Indicator 9.2 - Clear Goals and Expectations

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. 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. The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures. 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. Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues. 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. Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form. The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff. Uses terms in the Florida common language of instruction incorrectly thus misguiding others.

Indicator 9.3 - Accessibility

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
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. The leader serves as the "voice of the	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. Leader is consistently visible within the school and	Leader's actions to be visible and accessible are inconsistent or limited in scope. Limited use of technology to expand access and involvement. Leadership is focused within the school with minimal outreach to stakeholders.	Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school. Leader has low visibility to students, staff, and community.

school" reaching out to stakeholders and advocating for school needs. The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	community focusing attention and involvement on school improvement and recognition of success. 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.		

Indicator 9.4 - Recognitions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation is such recognitions.

Proficiency Area 10. Professional and Ethical Behavior

Indicator 10.1 - Resiliency

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader 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. 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. The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization. The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision. The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Non-defensive attitude exists in accepting feedback and discussing errors and failures. There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input. Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	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. Some evidence of learning from mistakes is present. The leader tolerates dissent, but there is very little of it in public. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner. The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions. The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes. The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult. Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy. No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

Indicator 10.2 - Professional Learning

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed	Leader's actions or impact of leader's actions relevant to this indicator are	Leader's actions or impact of leader's actions relevant to this indicator are	Leader's actions or impact of leader's actions relevant to this indicator are

effective levels and constitute models of proficiency for other leaders.	sufficient and appropriate reflections of quality work with only normal variations.	evident but are inconsistent or of insufficient scope or proficiency.	minimal or are not occurring, or are having an adverse impact.
Performance improvements linked to professional learning are shared with other leaders thus expanding impact. The leader approaches every professional learning opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. 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. 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.	The leader routinely shows improvement in areas where professional learning was implemented. The leader engages in professional learning that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization. The leader personally attends and actively participates in the professional learning required of teachers. 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.	The leader demonstrates some growth in some areas based on professional learning. The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization. The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation. The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	There is no or only minimal impact of professional learning on the leader's performance. The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff. The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals. 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.

Indicator 10.3 - Commitment

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived

The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.

succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.

actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.

by staff, students, or community as a sincere and effective advocate for the students.

Indicator 10.4 - Professional Conduct

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.
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. 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.	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. 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. 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.	The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles. 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. 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.	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.

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Alachua County, other indicators of performance account for 33% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable. See page 9, About the Performance Evaluation Process for Administrators, Part A, Part B, & Part C.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including cut points for differentiating performance. See page 10, Final Evaluation Rating.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Alachua County, performance of students accounts for 33% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including cut points for differentiating performance.

Performance Targets

Performance Targets--100 points possible or 1/3 (33.33%) of total evaluation: Two sub-components:

1) This component consists of the aggregated school-based VAM data provided by the state for both reading and math. School-based values will be weighted for each school the administrator has been associated up to three years of data. The administrator will be accountable for years only in which he or she was serving as an administrator of a school. If the administrator has been at the same school for each of the past three years, each year's data will be equally weighted. In the event of a transfer between schools, the weighing for each year will be the number of student scores for a given school year divided by the total number of student scores over the three year period. The total number of possible points for this sub-component is 50 and will be assigned as follows:

- For each year that school-based data is available. Up to four (4) points will be assigned.

- o 4 points – a school-based value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).
- o 3 points – any of the following:
  - A school-based value-added score of zero (0);
  - A school-base value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0); or
  - A school-based value-added score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).
- o 2 points – A school-based value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).
- o 1 point - a value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).
- If the administrator has been at the same school for three years, each year's value will be equally weighted.

- If the administrator has transferred, as an administrator between schools, the individual year's data will be weighted as described above using VAM data from each school to which the administrator was assigned over the three-year period.

- Once the weighted average for multiple years has been calculated, it will be converted to the 50 point scale required for this subcomponent by multiplying the weighted value by 12.5.

2) This component consists of measurable goals and site-specific targets based on the district's performance goals and the goals outlined in the district's Strategic Plan and tied to student performance data. The targets are intended to be ambitious, yet achievable. Final targets are set by the Administrator and the Evaluator and approved by the Superintendent. Each administrator will be rated on whether he/she is Highly Effective on each target (5); is Effective on each target (3); Needs Improvement on each target (1); or is Unsatisfactory on each target (0). The total number of possible points for this sub-component is 50.

The total number of points from sub-components 1 (student performance) and 2 (goals and targets) will be added together to provide the total Performance Target score. Both sub-components (1 and 2) are student learning targets. Subcomponent 1 consists of aggregated school-based VAM data provided by the state for both reading and math, and subcomponent 2 consists of measurable, site-specific goals (based on student performance) set by the administrator and evaluator. Together, subcomponents 1 and 2 account for one-third of the administrator's final evaluation score.

Cut scores for the Performance Targets (to include performance of students) are as follows:

Performance Scale	
Percentage Score	**Performance**
0 < 60	Unsatisfactory
60 < 70	Needs Improvement
70 <86	Effective
86 - 100	Highly Effective

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.

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

Summative Scoring:

The Alachua County Public Schools school-based Administrators' Performance Evaluation Process consists of three key components (Part I, Leadership Framework; Part II, VAM Data and Performance Targets; and Part III, the Personal Professional Development Plan or PPDP). Each of the components are weighted equally (maximum of 100 points each) and are each equated to 1/3 or 33.33% of the total summative score. Total points possible after all three components are completed and summed together equal 300 points. The resulting sum of points is then re-divided by 300 to align to a 100-point final scale.

Points Received PART I:		**out of**	100
Points Received PART II:		**out of**	100
Points Received PART III:		**out of**	100
TOTAL POINTS received:		**÷ 300 =**	
			Final Performance Score

Example (Summative Scoring)

	VAM	Framework(1-4)	PDP (1-4)					
Elementary								
Principal A	1	2	3	(1+2+3)/12*100	50	UNSATISFACTORY		
Principal B	4	3	4	(4+3+4)/12*100	92	HIGHLY EFFECTIVE		
High School								
Principal C	2	3	2	(2+3+2)/12*100	58	UNSATISFACTORY		
Principal D	4	4	4	(4+4+4)/12*100	100	HIGHLY EFFECTIVE		

Note: The VAM is the school-wide VAM. The framework and PDP are out of 100, then converted to a 4 point scale using the following: 86 - 100 (4), 70-85 (3), 60 - 70 (2), 0 - 60 (1). Each category is weighted as 1/3, so the total will be out of 12. The final rating is using the scale 86 - 100 (HE), 70-85 (E), 60 - 70 (NI), 0 - 60 (U)

Results shall be provided to the Department, as required, as Highly Effective, Effective, Needs Improvement, or Unsatisfactory. The following cut points shall be applied:

Total Points Achieved	Rating
0 < 60	Unsatisfactory
60 < 70	Needs Improvement
70 <86	Effective
86 – 100	Highly Effective

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).

Alignment to the Florida Principal Leadership Standards	
Practice	**Evaluation Indicators**
Domain 1: Student Achievement	
1. Student Learning Results	
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,	1.1-1.4, 3.2, 3.3, 3.4
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	1.2, 1.4, 2.4, 3.5
2. Student Learning as a Priority	
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;	3.6, 5.1, 5.2, 5.4
b. Maintains a school climate that supports student engagement in learning;	2.2
c. Generates high expectations for learning growth by all students; and,	2.3
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	3.3, 5.4
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation	
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;	3.1, 3.3, 3.4
b. Engages in data analysis for instructional planning and improvement;	3.5, 5.4
c. Communicates the relationships among academic standards, effective instruction, and student performance;	3.2, 3.3, 3.4, 3.5
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	3.2
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	3.5
4. Faculty Development	
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;	3.3, 3.4
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	3.5
c. Employs a faculty with the instructional proficiencies needed for the school population served;	5.1, 5.2

Alignment to the Florida Principal Leadership Standards	
Practice	**Evaluation Indicators**
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	3.1, 3.2, 3.3, 3.4, 3.5
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	5.3
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	5.2, 5.1
5. Learning Environment	
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;	5.1, 5.3
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	5.1, 5.3
c. Promotes school and classroom practices that validate and value similarities and differences among students;	2.4, 5.1, 5.2
d. Provides recurring monitoring and feedback on the quality of the learning environment;	1.4, 2.2, 2.3, 2.4, 3.5
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	3.1, 3.5, 5.2, 5.4
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	5.3, 5.4
Domain 3: Organizational Leadership	
6. Decision Making	
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, 3.2, 3.4, 3.5, 6.1
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	2.4, 6.2
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	1.4, 3.5, 5.2, 6.3
d. Empowers others and distributes leadership when appropriate; and,	6.4, 3.6
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	6.5, 5.2, 3.6
7. Leadership Development	
Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	2.1, 2.2, 3.6, 7.1
b. Provides evidence of delegation and trust in subordinate leaders;	3.6, 5.2, 7.2
c. Plans for succession management in key positions;	3.6, 5.2, 7.3
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	3.6, 7.1, 7.2, 7.4
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	3.6, 5.2, 7.4
8. School Management	

Alignment to the Florida Principal Leadership Standards	
Practice	**Evaluation Indicators**
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;	8.1
b. Establishes appropriate deadlines for him/herself and the entire organization;	8.1, 8.2
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	8.3
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	8.2
9. Communication	
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;	3.2-3.5, 9.1
b. Recognizes individuals for effective performance;	9.4
c. Communicates student expectations and performance information to students, parents, and community;	9.2
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	9.2, 5.2
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	9.2
f. Utilizes appropriate technologies for communication and collaboration; and,	9.3
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	2.2, 2.3, 9.2
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behavior	
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.;	10.2, 10.3, 10.4
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	9.1, 10.1
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	3.6, 10.3
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	10.2, 10.4
e. Demonstrates willingness to admit error and learn from it; and,	10.1-10.4
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	10.2, 10.4

Appendix B – Observation Instruments for School Administrators

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.

Appendix B: MidYear Framework

<< Back   Send Email   (N) 2018-2019 Admin PDP and Appraisal

Print Plan

Leadership Framework MIDYEAR

for

Menu	By	Created Date
No information to display

Start New

Proficiency Domain 1: Student Learning Results	Please Select	Highly Effective
💬 1.1: Academic Standards		
💬 1.2: Performance Data		
💬 1.3 - Planning and Goal Setting		
💬 1.4 - Student Achievement Results		
💬 Domain 1 Overall Rating		

Proficiency Domain 2: Student Learning as a Priority	Please Select	Highly Effective
💬 2.1 - Learning Organization		
💬 2.2 - School Climate		
💬 2.3 - High Expectations		
💬 2.4 - Student Performance Focus		
💬 Domain 2 Overall Rating		

Proficiency Domain 3: Instructional Plan Implementation	Please Select	Highly Effective
💬 3.1 - FEAPs		
💬 3.2 - Standards-Based Instruction		
💬 3.3 - Learning Goals Alignments		
💬 3.4 - Curriculum Alignments		
💬 3.5 - Quality Assessments		
💬 3.6 - Faculty Effectiveness		
💬 Domain 3 Overall Rating		

Proficiency Domain 4: Faculty and Staff Development
💬 4.1 Subordinate Leadership Support
💬 Domain 4 Overall Rating

MidYear Framework

Proficiency Domain 5: Learning Environment

- 5.1 - Student Centered
- 5.2 - Success Oriented
- 5.3 - Diversity
- 5.4 - Achievement Gaps
- Domain 5 Overall Rating

Proficiency Domain 6: Decision Making

- 6.1 - Prioritization Practices
- 6.2 - Problem Solving
- 6.3 - Quality Control
- 6.4 - Distributive Leadership
- 6.5 - Technology Integration

Proficiency Domain 7: Leadership Development

- 7.1- Leadership Team
- 7.2 - Delegation
- 7.3 - Succession Planning
- 7.4 - Relationships
- Domain 7 Overall Rating

Proficiency Domain 8: School Management

- 8.1 - Organizational Skills
- 8.2 - Strategic Instructional Resourcing
- 8.3 - Collegial Learning Resources
- Domain 8 Overall Rating

Proficiency Domain 9: Communication

- 9.1 - Constructive Conversations
- 9.2 - Clear Goals and Expectations
- 9.3 - Accessibility
- 9.4 - Recognitions
- Domain 9 Overall Rating

MidYear Framework

Proficiency Domain 10: Professional and Ethical Behavior
💬 10.1 - Resiliency
💬 10.2 - Professional Learning
💬 10.3 - Commitment
💬 10.4 - Professional Conduct
💬 Domain 10 Overall Rating

Leadership Framework (Final) I

Total Points: 100

Proficiency Domain 1: Student Learning Results

Proficiency Domain 1: Student Learning Results (Rating)

[View Feedback]

Proficiency Domain 2: Student Learning as a Priority

Proficiency Domain 2: Student Learning as a Priority (Rating)

[View Feedback]

Proficiency Domain 3: Instructional Plan Implementation

Proficiency Domain 3: Instructional Plan Implementation (Rating)

Proficiency Domain 4: Faculty and Staff Development

Proficiency Domain 4: Faculty and Staff Development (Rating)

[View Feedback]

Proficiency Domain 5: Learning Environment

Proficiency Domain 5: Learning Environment (Rating)

[View Feedback]

Proficiency Domain 6: Decision Making

Proficiency Domain 6: Decision Making (Rating)

[View Feedback]

Proficiency Domain 7: Leadership Development

Proficiency Domain 7: Leadership Development (Rating)

[View Feedback]

Proficiency Domain 8: School Management

Proficiency Domain 8: School Management (Rating)

Proficiency Domain 9: Communication

Proficiency Domain 9: Communication (Rating)

[View Feedback]

Proficiency Domain 10: Professional and Ethical Behavior

Proficiency Domain 10: Professional and Ethical Behavior (Rating)

[View Feedback]

Appendix C – Student Performance Measures

In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrator.

2018-2019 Evaluations

Appraisal Components

State law requires that the teacher evaluation MUST include:

1. Performance of students* (34%)
   - This may include VAM,DEOC,State EOC, AP,IB,AICE, and/or reading scores.
2. Principal Evaluation (33%)
3. Other indicators of performance, such as a lesson study (33%)

* Up to three years of student data is used to calculate the teacher's student data component.

What is a VAM score?
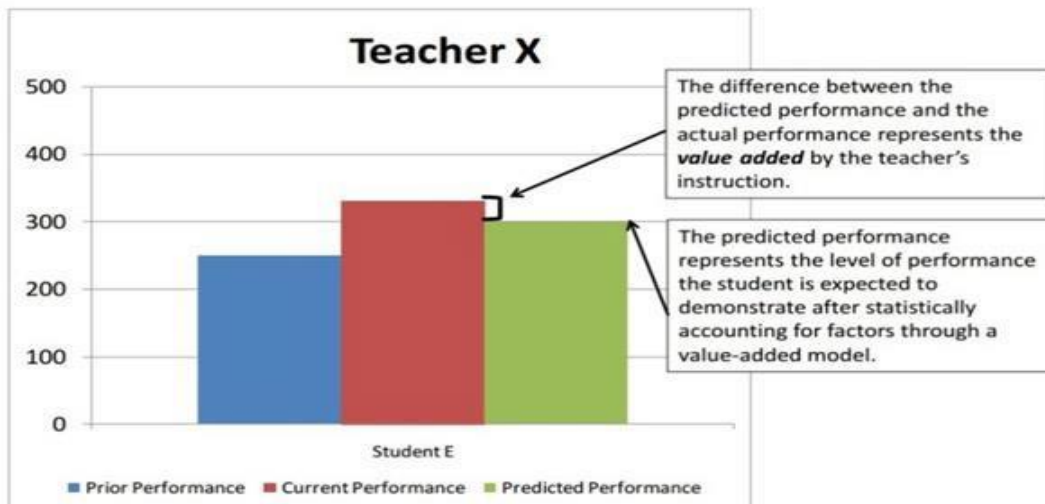
The formula produces a value-added score for a teacher, which reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model.

- A score of "0" indicates that, on average, students performed no better or worse than expected based on the factors in the model

- A positive score indicates that students, on average, performed better than expected

- A negative score indicates that students, on average, performed worse than expected

What goes into calculating the predicted score?

- Up to two prior years of achievement scores (biggest factor), the number of subject-relevant courses in which the student is enrolled, students with disabilities (SWD) status, English language learner (ELL) status, gifted status, mobility, difference from modal age in grade (as an indicator of retention), class size, homogeneity of entering test scores in the class.

What is a confidence interval?
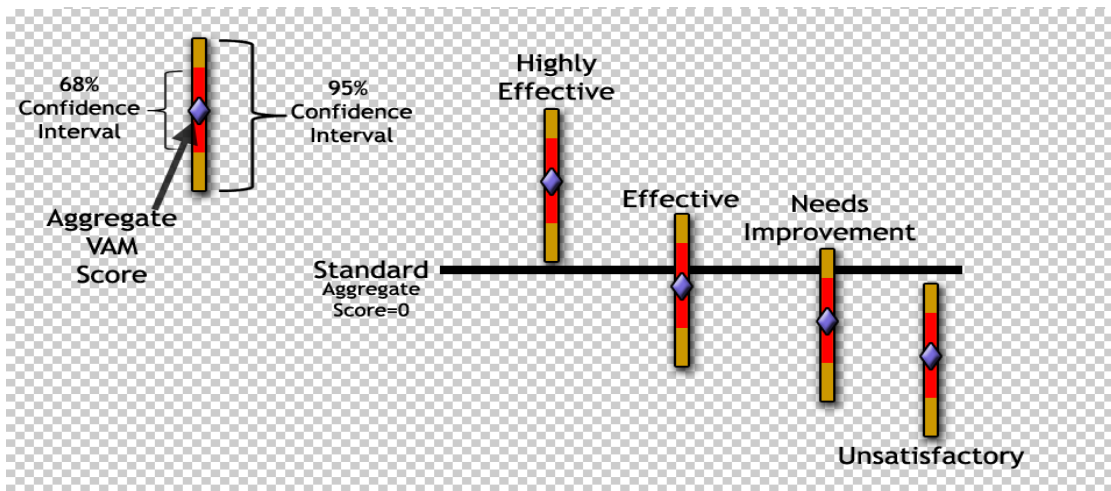
A confidence interval is a range of plausible values for what we are trying to measure.

You can visit http://www.fldoe.org/teaching/performance-evaluation/ to find out more information about VAM scores.

Student Data Component (VAM)

Teachers get the combined VAM of students they taught. These scores are calculated by the state and handed down to the districts. Counselors, media specialists, and deans get the combined ELA VAM score of their school.

Student Data Component (non-VAM)

The student data component for non-VAM teachers is based on scores from DEOCs, state EOCs, and/or reading assessments. The performance of each teacher's students is compared using a t-score.
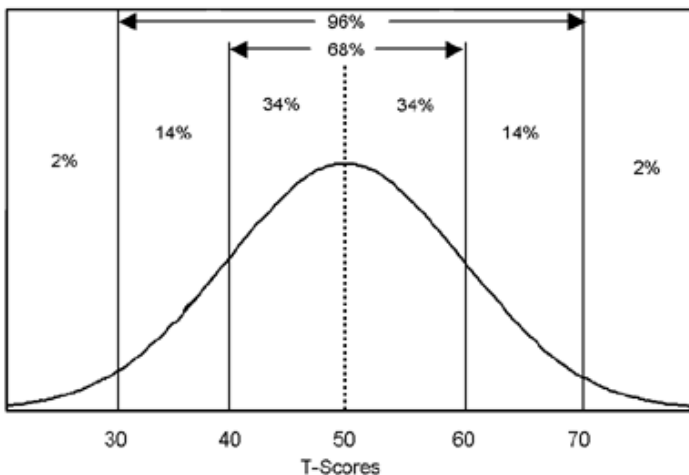
How are t-scores converted?

- T-score greater than or equal to 70 – Highly Effective – 4 points

- T-score greater than or equal to 40 but less than 70 – Effective – 3 points

- T-score greater than or equal to 30 but less than 40 – Needs Improvement/Developing – 2 points

- T-score less than 30 – Unsatisfactory – 1 point

Final Evaluation Rating

- 86 or above – Highly Effective – 4 points

- Greater than or equal to 70 but less than 86 – Effective – 3 points

- Greater than or equal to 60 but less that 70 – Needs Improvement – 2 points

- Less than 60 – Unsatisfactory – 1 point

Appendix D – Summative Evaluation Forms

In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.

Final Evaluation Summary

The following is the summative evaluation data component which we use for Administrators. The Leadership Framework is completed by the evaluator, the PDPP is the Professional Development Plan component, the VAM are driven by student data, and the Final rating is calculated based on the above components.

View Activity

<< Back   Print Forms ▾ 2016-2017 Admin PDP and Appraisal-Evaluation Summary Scores

Evaluation Summary Scores

Evaluation Summary Scores

Leadership Framework	91
PDPP	100
VAM	100
Final Eval Points	97
Final Eval Rating	Highly Effective