

# School District of Hernando County

## 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-2018, 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](mailto: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.

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## 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.*

The Site Based Administrative Evaluation system is annually reviewed by the Administrative Evaluation Committee and is presented to the Hernando County School Board for approval. The current system is based on the reviewing several approved systems statewide to capture the most important elements of the Florida Principal Leadership Standards to be reinforced and encouraged in Hernando County. There are four domains of focus that include Instructional Leadership, Culture and Relationship Building, Operations, and Problem Solving & Strategic Change Management. There are two parts to the Evaluation for Site Based Administrators: Instructional Leadership and Student Performance. Instructional Leadership is made up of Observation ratings by a supervising administrator. The assistant principals are evaluated by their principals while the principals are evaluated by the Assistant Superintendent of Teaching and Learning. Meetings are held three times a year: initial, midyear, and final. The final ratings account for 80% of the Instructional Leadership component while the Deliberate Practice makes up for the other 20%. Overall the Instructional Leadership is 65% of the summative evaluation score. The other 35% is Student Performance. Student performance ratings are used that reflect the student population that the administrator serves so there are different metrics used at the elementary, middle, K-8, and high school level.

## 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.*

- 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	Beginning of the year	Initial Evaluation meeting and School Board Approval process

- 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	Continuously	Formal and informal meetings, observations, department heads can share information with the Assistant Superintendent or Principals that can be used for those areas where the components discuss what those departments focus on

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators	1	April of each year for Instructional Leadership and Student Performance during the subsequent year	November of the subsequent year


## 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 Hernando County, instructional leadership accounts for 65% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.
  - **For all school administrators 65% of their evaluation system is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., and HCSD has created a framework that includes four domains: Instructional Leadership, Culture and Relationship Building, Operations, and Problem Solving and Strategic Change Management. This section is called the Leadership Practice Score and is made up of two components: Deliberate Practice (20 %) and Ratings based on the four Domains noted above that correspond to the Florida Principal Leadership Standards. (80%). [Rule 6A-5.030(2)(c)1., F.A.C.]. The district created a committee to review the previous model and review the evaluation systems of all the counties in the State of Florida. From this committee these four domains emerged that reflect the research based models that support the evaluation systems around the state, language being used by peers and initiatives and directives directly tied to the work in Hernando County.**
  - **The four domains noted above are based on the Florida Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.]. A rubric follows that outlines a total of 34 components across the four domains. In addition to the domains school administrators will be responsible to complete a deliberate practice that outlines from one to four goals for the year and there will be an initial, a mid-year and a final review of the components between school leaders and their supervisor and a review of the deliberate practice.**
  - **Refer below to the tool that outlines the complete data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.]. A crosswalk has also been provided**
  - **The Assistant Superintendent of Teaching and Learning will complete the review of the Deliberate Practice, discussions of the Deliberate Practice and the Leadership Standards, and evaluation for all principals. Form 1 will document an initial mid-year and final rating and meeting between supervisor and school leader. Portfolios, artifacts and discussions will account for the data and evidence for these reviews and**



**ratings. Observations will also occur as scheduled. Frequency will be based on need but a minimum of one will occur. The principals will conduct these processes for any assistant principals that they supervise. [Rule 6A-5.030(2)(c)5., F.A.C.].**

### **Leadership Domains and Corresponding Components for Herando County**

#### Domain #1: Instructional Leadership

An Instructional Leader is a continuously reflective visible learner who empowers teachers to transform teaching and learning by modeling best practices and providing knowledgeable, data-driven feedback.

#### Components for Instructional Leadership:

1. Develop, articulate, and use a shared vision of instructional excellence to guide and define decisions. (FL Standards 2, 3, 5, 6 & 9)
2. Establish meaningful goals to drive towards continuous school improvement. (FL Standards 2, 4, 5 & 6)
3. Ensure that benchmarks, curriculum, instruction, and assessments are aligned to Florida Standards in order to promote high student achievement. (FL Standards 1, 2 & 3)
4. Facilitates, monitors and participates in school wide data analysis that seeks to understand student achievement data and use results to initiate data driven change to close achievement gaps and support school improvement with multiple stakeholders. (FL Standards 1, 2, & 6)
5. Promotes and monitors standards based common planning, with evidence of data analysis. (FL Standards 1 & 3)
6. Uses frequent walkthroughs and informal and formal evaluations to provide targeted/timely feedback and support. (FL Standards 3, 4, & 6)
7. Cultivates and supports Administrators, Instructional Coaches, and/or teacher leaders, and monitors roles and responsibilities through leadership opportunities and professional growth. (FL Standards 3, 4, & 7)
8. Utilizes Instructional support personnel to discuss best practices and strategically determine professional development needs and avenues for academic support. (FL Standards 4, 7, & 9)
9. Utilizes School Improvement Plans, and data analysis to drive instruction, program interventions, and teacher supports. (FL Standards 1, 2, 3 & 4)
10. Participates in professional learning opportunities and provides/facilitates professional

learning opportunities for staff. (FL Standards 1, 2, 4, 5, 7, & 10)

11. Demonstrates that high expectations of student learning is a top priority where there is a clear focus on student success. (FL Standards 1, 2, & 5)

#### Domain #2: Culture and Relationship Building.

Effective leaders provide and support on-going opportunities to involve community members and current stakeholders. With the goal of accelerating student achievement, effective leaders understand the need to activate and involve parents/community members. Collective partnerships will enable all stakeholders to support the vision and goals of the school and district. Effective leaders establish cultures that demand high expectations for academic, social, emotional, and personal success for all students. An effective culture reinforces positive relationships and respect among all stakeholders.

#### Components for Culture and Relationship Building

1. Actively participates in the school's community organizations and builds community partnerships. (FL Standards 7 & 9)
2. Cultivates a pleasant and inviting school atmosphere. Actively listens to and involves all stakeholders and values their contributions. (FL Standards 5, 6, 8, 9 & 10)
3. Communicates effectively in a timely, efficient, and positive manner. (FL Standards 8 & 9)
4. Models respect, a positive attitude, and demonstrates interpersonal skills that value the diversity and talents of all. (FL Standards 4, 7, 9, & 10)
5. Recognizes and celebrates the successes of the school and stakeholders and is resilient when addressing mistakes. (FL Standards 1, 2, 3, 9 & 10)
6. Exhibits willingness, courage, and skill to have effective difficult conversations and engages stakeholders in problem resolution. (FL Standards 4, 9, & 10)
7. Strongly adheres to the Principles of Professional Practice for the Education Profession and demonstrates commitment and models appropriate conduct. (FL Standards 10)

#### Domain #3: Operations

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

#### Components for Operations

1. Ensures that all fiscal decisions support the implementation of instructional priorities, and are within the school's budgeted resources. (FL Standards 1, 2, 6, 8, & 10)
2. Uses effective strategies for selecting and retaining highly effective personnel. (FL Standards 3, 4, 6, 7 & 8)
3. Monitors personnel to ensure appropriate professional conduct as it relates to state and district guidelines including the following:

- Daily monitoring of student attendance
  - Ensuring FTE counts are accurate to reflect appropriate revenue
  - Enforces the state of Florida’s Code of Ethics and models this behavior consistently. (FL Standards 9 & 10) (FL Standards 4,6,8, 9, & 10)
4. Understands and implements the district’s Student Code of Conduct and establishes a school-wide discipline plan to support board approved policy. Established and maintains threat assessment team and adheres to District approved threat assessment protocol. (FL Standards 2, 5, & 8)
  5. Reports, monitors, analyzes, and problem solves after accurate collection of discipline data. Strategically places proper personnel to provide immediate support and wrap around services. (FL Standards 5 & 8)
  6. Ensure fiscal responsibility by managing budgets and ensure financial resources are properly managed in compliance with District policies and procedures. (FL Standards 8)
  7. Ensure compliance with District policies and procedures related to Human Resources Management. (Hiring, leaves, FLSA, ADA, etc.) (FL Standards 4, 9, & 10)
  8. Manages school facilities properly through compliance with appropriate standards of cleanliness and reporting operational concerns as appropriate. (FL Standards 5 & 8)
  9. Manages school operations and facilities to promote a safe, efficient, and effective learning environment including using district approved technology to conduct drills adhering to District protocol and making modifications and revisions to the school safety plan as needed. (FL Standards 6, 7, 8)
  10. Effectively communicates and educates all school stakeholders in District approved safety protocol. (FL Standards 6, 7, & 8)

#### Category 4#: Problem-Solving and Strategic Change Management

1. Collects, analyzes, and uses multiple forms of data to make decisions. (FL Standards 1, 3, 5, & 6)
2. Identifies problems, analyzes root causes, and develops effective strategies to resolve issues. (FL Standards 2 & 6)
3. Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances. (FL Standards 3, 4, 6, 7, & 9)
4. Employs effective technology integration to enhance decision making and efficiency throughout the school. (FL Standards 6, 8, &9)
5. Proactively plans and creates systems to accomplish school wide goals. (FL Standards 1, 6, 7, & 9)
6. Builds ownership from diverse stakeholders and, overcomes resistance to advance school improvement. (FL Standards 4, 9 & 10)

HE=3 points

E=2 points

NI=1 point

U=0 points

**Scoring Observed Practices:**

<b>Domains</b>	<b>Total from Each Section</b>	<b>Divider</b>	<b>Average per Domain (round to the nearest hundredth place)</b>	<b>Rating HE, E, NI, or U (see chart below)</b>
<b>D1: Instructional Leadership (0-33 possible)</b>		<b>Divide total by 11</b>		
<b>D2: Culture and Relationship Building (0-21 possible)</b>		<b>Divide total by 7</b>		
<b>D3: Operations (0-30 possible)</b>		<b>Divide total by 10</b>		
<b>D4: Problem Solving &amp; Strategic Change Management (0-18 possible)</b>		<b>Divide total by 6</b>		

<b>Rating</b>	<b>Range</b>
<b>Highly Effective-HE</b>	<b>2.50-3.00</b>
<b>Effective-E</b>	<b>1.50-2.49</b>
<b>Needs Improvement-NI</b>	<b>0.50-1.49</b>
<b>Unsatisfactory-U</b>	<b>0-0.49</b>

**Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to**

determine a summative leadership score.

### **Deliberate Practice (DP)**

#### **Proficiency Area(s) and Target(s) for School Leader Growth**

**Deliberate Practice Priorities:** The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.

- The target of a deliberate practice process describe an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The targets are “thin slices” of specific gains sought – not broad overviews or long term goals taking years to accomplish.
- Deliberate practices ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

**Relationship to other measures of professional learning:** Whereas FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader’s pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

#### **Selecting Growth Targets:**

**Growth target 1:** An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.

**Growth target 2:** An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).

**Growth target 3-4: Optional:** additional issues as appropriate.

- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward

**mastery of the goal.**

**Rating Scheme**

- **Unsatisfactory = no significant effort to work on the targets**
- **Needs Improvement = evidence some of the progress points were accomplished but not all of the targets**
- **Effective = target accomplished**
- **Highly effective = exceeded the targets and able to share what was learned with others**

**Sample:**

**Target:** Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.

**Scales:**

**Level 3:** Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.

**Level 2:** Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher’s learning goals.

**Level 1:** Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at [www.floridastandards.org](http://www.floridastandards.org)) and engages teachers in discussion on how they align instruction and learning goals with course standards.

**Deliberate Practice Growth Target**

<p><b>School Leader’s Name and Position:</b> _____</p>
<p><b>Evaluators Name and Position:</b></p> <p>_____</p>
<p><b>Target for school year:</b>      <b>Date Growth Targets Approved:</b></p> <p>_____</p>
<p><b>School Leader’s Signature:</b> _____ <b>Evaluator’s Signature</b> _____</p>
<p><b>Deliberate Practice Growth Target #:</b> ___ (Insert target identification number here, the check one category below)</p>
<p>( ) District Growth Target                  ( ) School Growth Target                  ( ) Leader’s Growth target</p>
<p> </p>
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<p>•</p> <p>•</p>
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<p> </p>
<p> </p>
<p>1.</p> <p>2.</p> <p>3</p>
<p><i>Notes:</i></p>

**How to Score Deliberate Practice**

**NOTE: This section applies IF the district is using the state model deliberate practice metric. If deliberate practice is not in use at this time, skip to Section Three.**

**Deliberate Practice Score**

- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader’s growth on each will be assessed as HE, E, NI, or U.

**Table 15**

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieves....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

**Table 16**

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) and the total number of targets in the DP plan.

**Table 17**

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0



A DP score is based on ratings of the targets and the points earned for each rating.

**Examples**

**If Three Growth Targets:**

**Table 18**

DP Target	Rating	Points (based on table 17 – column 5 ) *
DP TARGET 1	HE	100
DP TARGET 2	E	80
DP TARGET 3	NI	50
DP Score (target score added together)		230

\* Points available vary based on total number of growth targets. Use Table 17 to select point values.

**Deliberate Practice rating**

**Table 19**

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

**Summary**

**80% of the Leadership Practice Score is based on the School Leader Assessment Proficiency Score.**

**20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score.**

**How to Calculate a Leadership Practice Score**

**A. SLA SCORE:**

\_\_\_\_\_ x .80 = \_\_\_\_\_

**B. Deliberate Practice Score:**

\_\_\_\_\_ x .20 = \_\_\_\_\_

**C. Add scores from calculations A and B above to obtain Leadership Practice Score**

**Example:**

**FLSA score of 220 x .80 = 176**

**DP score of 230 x .20 = 46**

**Leadership Practice Score is 222.**

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

### 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 Hernando County, other indicators of performance account for 0% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

### 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 Hernando County, performance of students accounts for 35% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.
  - **All school administrators will have 35% of their evaluation that is based on the performance of students criterion as outlined in 1012.34(3)(a)1., F.S., calculated by a three year aggregate when available. [Rule 6A-5.030(2)(a)1., F.A.C.].**
  - **For all school administrators, the school wide VAM data will be used for three years, including student data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than three years are available those years for which the data is available will be used. [Rule 6A-5.030(2)(a)3., F.A.C.].**
  - **For school administrators, the district-determined student performance measure(s) will include school wide measures. For high school administrators one sixth will be the ELA growth from test 1 to test 3 for ELA (grades 9 and 10), one sixth Algebra I and Geometry I EOC proficiency, one sixth Biology I Proficiency, one sixth graduation rate, one sixth acceleration rate, and one sixth US History**

**EOC Proficiency.** The levels for the ELA, Math and graduation rate will be 87-100%=4, 55-86%=3, 25-54%=2, and 0-24%=1. For the other measurements 75-100%=4, 50-74%=3, 25-49%=2, and 0-24%=1. An average will be calculated and weighted as stated to correspond to the table below. For K-8 administrators K-8 the student performance measurement will be based on T3 growth compared to T1 (State or District Selected) and the levels will be 87-100%=4, 56-86%=3, 25-55%=2, 0-24%=1

- Final rubric value will be an average for the year based on the percentages above depending on the grade level administrators are working with as noted above. This year’s rubric will be added to the previous two years to create a three year aggregate when available. Administrators with less experience will have a two or one year data piece.
- The following table can be used to understand the value assigned a rubric rating for a school wide VAM score for the purposes of the evaluation

Rubric Value	Rating	Assigned Points
4	Highly Effective	162
3	Effective	121
2	Needs Improvement	81
1	Unsatisfactory	39

## 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, including performance standards for differentiating performance.
  - **The summative evaluation form is available below. The total possible points available will be 462. The Leadership Practice Score will account for 300 possible points. The student performance will account for 162 points. The Leadership Practice Score will include the Florida School Leader Assessment Score and the Deliberate Practice score. Please see form below.**
  - **The scoring method can be understood by reviewing Form 2 and the summative evaluation form. Form 2 will be completed at the end of the current year and is based on combining the 4 Domain Score generated on Form 1 with the Deliberate Practice Score and corresponds to the 80%/20% split discussed above. The total score will be defined as the Leadership Practice Score. More details are listed on Form 2. Please refer below.**
  - **The table below lists the ranges of performance levels used to determine the summative evaluation rating. The four performance levels will be:**

Performance Score ranges	Performance Level Rating
370 to 462	Highly Effective
232 to 369	Effective

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116 to 231	Needs Improvement
0 to 115	Unsatisfactory

1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].

### How to Calculate a Leadership Practice Score

**C. SLA SCORE:**

\_\_\_\_\_ x .80 = \_\_\_\_\_

**D. Deliberate Practice Score:**

\_\_\_\_\_ x .20 = \_\_\_\_\_

**D. Add scores from calculations A and B above to obtain Leadership Practice Score**

**Example:**

**FLSA score of 220 x .80 = 176**

**DP score of 230 x .20 = 46**

**Leadership Practice Score is 222.**

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

## School Administrator Evaluation System

Hernando County School District  
 School Leader Assessment (SLA) for  
 End of School Year \_\_\_\_\_ - \_\_\_\_\_ FORM 2

This is not the Annual Evaluation form. The Leadership Practice Score will be added to the Student Growth Measure Score to determine the annual performance rating after the student scores are analyzed.  
 School Leader Name: \_\_\_\_\_ Employee I.D. \_\_\_\_\_

Title: \_\_\_\_\_ School: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Highly Effective=HE    Effective=E    Needs Improvement=NI    Unsatisfactory=U

1. Domain I: Instructional Leadership            \_\_\_HE \_\_\_E \_\_\_NI \_\_\_U (See Form 1 and select)
2. Domain II: Culture & Relationship Building    \_\_\_HE \_\_\_E \_\_\_NI \_\_\_U (See Form 1 and select)
3. Domain III: Operations                            \_\_\_HE \_\_\_E \_\_\_NI \_\_\_U (See Form 1 and select)
4. Domain IV: Problem Solving                    \_\_\_HE \_\_\_E \_\_\_NI \_\_\_U (See Form 1 and select)

Domain	Rating (HE, E, NI, U)	Points (3,2,1,0)	Weight	Weighted Value (Pts. X weight)	Convert to 100 point scale	Domain Score
I-Instructional Leadership			.32		x 100	
II-Culture & Relationship Building			.21		X 100	
III- Operations			.29		X 100	
IV-Problem Solving & Strategic Change Mngt.			.18		X 100	
<b>SLA score</b>						

SLA score= \_\_\_\_\_ points

The Deliberate Practice (DP) Score is based on the number of targets and the ratings given.

DP score= \_\_\_\_\_ points            \_\_\_HE \_\_\_E \_\_\_NI \_\_\_U

**LEADERSHIP PRACTICE SCORE**

SLA score \_\_\_\_\_ x .80 = \_\_\_\_\_

Deliberate Practice Score \_\_\_\_\_ x .20 = \_\_\_\_\_

Combined score is Leadership Practice Score: \_\_\_\_\_

Performance level is \_\_\_ Highly Effective \_\_\_ Effective \_\_\_ Needs Improvement \_\_\_ Unsatisfactory

See table above for rating for Leadership Practice Score.

## School Administrator Evaluation System

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### EVALUTION FORM: Annual PERFORMANCE LEVEL

This form is used to calculate a Summative Performance Level

Name: \_\_\_\_\_  
 School: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ District: \_\_\_\_\_  
 Evaluator's Title: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**A. Leadership Practice Score**

SLA score \_\_\_\_\_ x .80 = \_\_\_\_\_

Deliberate Practice Score x .20 = \_\_\_\_\_

Combined score is Leadership Practice Score: \_\_\_\_\_

**B. Student growth Measure Score:** \_\_\_\_\_

**C. Performance Score:** \_\_\_\_\_

Performance Score ranges	Performance Level Rating
370 to 462	Highly Effective
232 to 369	Effective
116 to 231	Needs Improvement
0 to 115	Unsatisfactory

Performance level is

Highly Effective     Effective     Needs Improvement     Unsatisfactory

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

**Elementary Principal- Highly Effective Example:**

Domains	Total from Each Section	Divider	Average per Domain (round to the nearest hundredth place)	Rating HE, E, NI, or U (see chart below)
D1: Instructional Leadership (0-33 possible)	30	Divide total by 11	2.72	HE

## School Administrator Evaluation System

<b>D2: Culture and Relationship Building (0-21 possible)</b>	<b>20</b>	<b>Divide total by 7</b>	<b>2.85</b>	<b>HE</b>
<b>D3: Operations (0-30 possible)</b>	<b>26</b>	<b>Divide total by 10</b>	<b>2.6</b>	<b>HE</b>
<b>D4: Problem Solving &amp; Strategic Change Management (0-18 possible)</b>	<b>14</b>	<b>Divide total by 6</b>	<b>2.33</b>	<b>E</b>

- Highly Effective=HE    Effective=E    Needs Improvement=NI    Unsatisfactory=U
- Domain I: Instructional Leadership                     HE     E     NI     U (See Form 1 and select)
  - Domain II: Culture & Relationship Building         HE     E     NI     U (See Form 1 and select)
  - Domain III: Operations                                         HE     E     NI     U (See Form 1 and select)
  - Domain IV: Problem Solving                                         HE     E     NI     U (See Form 1 and select)

<b>Domain</b>	<b>Rating (HE, E, NI, U)</b>	<b>Points (3,2,1,0)</b>	<b>Weight</b>	<b>Weighted Value (Pts. X weight)</b>	<b>Convert to 100 point scale</b>	<b>Domain Score</b>
I-Instructional Leadership	HE	3	.32	0.96	x 100	96
II-Culture & Relationship Building	HE	3	.21	0.63	X 100	63
III- Operations	HE	3	.29	0.87	X 100	87
IV-Problem Solving & Strategic Change Mngt.	E	2	.18	0.36	X 100	36
<b>SLA score</b>						<b>282</b>

SLA score= 282 points

The Deliberate Practice (DP) Score is based on the number of targets and the ratings given.

## School Administrator Evaluation System

DP score= 300 points       HE    E    NI    U

### LEADERSHIP PRACTICE SCORE

SLA score 282 x .80 = 225.6

Deliberate Practice Score 300 x .20 = 60

Combined score is Leadership Practice Score: 285.6

Performance level is  Highly Effective    Effective    Needs Improvement    Unsatisfactory

The student performance is based on school wide VAM that is a 4 at this school. K-2 iReady was a 4, and 3<sup>rd</sup> grade proficiency was 85% so that is a 4. Overall the average and aggregate is 4. This earns 162 points.

Summative

#### **D. Leadership Practice Score**

SLA score 282 x .80 = 225.6

Deliberate Practice Score x .20 = 60

Combined score is Leadership Practice Score: 285.6

**E. Student growth Measure Score:** 162

**F. Performance Score:** 447.6

Performance Score ranges	Performance Level Rating
370 to 462	Highly Effective
232 to 369	Effective
116 to 231	Needs Improvement
0 to 115	Unsatisfactory

Performance level is  
 Highly Effective    Effective    Needs Improvement    Unsatisfactory

### High School Principal- Highly Effective Example:

Domains	Total from Each Section	Divider	Average per Domain (round to the nearest hundredth place)	Rating HE, E, NI, or U (see chart below)
D1: Instructional Leadership (0-33 possible)	<b>30</b>	Divide total by 11	<b>2.72</b>	<b>HE</b>



## School Administrator Evaluation System

<b>D2: Culture and Relationship Building (0-21 possible)</b>	<b>20</b>	<b>Divide total by 7</b>	<b>2.85</b>	<b>HE</b>
<b>D3: Operations (0-30 possible)</b>	<b>26</b>	<b>Divide total by 10</b>	<b>2.6</b>	<b>HE</b>
<b>D4: Problem Solving &amp; Strategic Change Management (0-18 possible)</b>	<b>18</b>	<b>Divide total by 6</b>	<b>3</b>	<b>HE</b>

- Highly Effective=HE    Effective=E    Needs Improvement=NI    Unsatisfactory=U
5. Domain I: Instructional Leadership                     HE    \_\_\_E    \_\_\_NI    \_\_\_U (See Form 1 and select)
  6. Domain II: Culture & Relationship Building     HE    \_\_\_E    \_\_\_NI    \_\_\_U (See Form 1 and select)
  7. Domain III: Operations                                     HE    \_\_\_E    \_\_\_NI    \_\_\_U (See Form 1 and select)
  8. Domain IV: Problem Solving                             HE    \_\_\_E    \_\_\_NI    \_\_\_U (See Form 1 and select)

<b>Domain</b>	<b>Rating (HE, E, NI, U)</b>	<b>Points (3,2,1,0)</b>	<b>Weight</b>	<b>Weighted Value (Pts. X weight)</b>	<b>Convert to 100 point scale</b>	<b>Domain Score</b>
I-Instructional Leadership	HE	3	.32	0.96	x 100	96
II-Culture & Relationship Building	HE	3	.21	0.63	X 100	63
III- Operations	HE	3	.29	0.87	X 100	87
IV-Problem Solving & Strategic Change Mngt.	HE	3	.18	0.54	X 100	54
<b>SLA score</b>						<b>300</b>

SLA score= 300 points

The Deliberate Practice (DP) Score is based on the number of targets and the ratings given.

## School Administrator Evaluation System

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DP score= 300 points      X HE       E       NI       U

### LEADERSHIP PRACTICE SCORE

SLA score 300 x .80 = 240

Deliberate Practice Score 300 x .20 = 60

Combined score is Leadership Practice Score: 300

Performance level is x Highly Effective       Effective       Needs Improvement       Unsatisfactory

The student performance is based on school wide VAM that is a 2 at this school. Other measurements were the graduation rate at 85% (3), US History at 78% (4), Biology EOC at 80% (4) and acceleration at 76% (4). This averages to a rubric score of 3. This earns 121 points.

Summative

### G. Leadership Practice Score

SLA score 300 x .80 = 240

Deliberate Practice Score x .20 = 60

Combined score is Leadership Practice Score: 300

H. Student growth Measure Score: 121

I. Performance Score: 421

Performance Score ranges	Performance Level Rating
370 to 462	Highly Effective
232 to 369	Effective
116 to 231	Needs Improvement
0 to 115	Unsatisfactory

Performance level is  
 Highly Effective     Effective     Needs Improvement     Unsatisfactory

### Elementary Principal- Unsatisfactory Example:

Domains	Total from Each Section	Divider	Average per Domain (round to the nearest hundredth place)	Rating HE, E, NI, or U (see chart below)
D1: Instructional Leadership (0-33 possible)	11	Divide total by 11	1	NI

## School Administrator Evaluation System

<b>D2: Culture and Relationship Building (0-21 possible)</b>	<b>5</b>	<b>Divide total by 7</b>	<b>0.71</b>	<b>NI</b>
<b>D3: Operations (0-30 possible)</b>	<b>9</b>	<b>Divide total by 10</b>	<b>0.9</b>	<b>NI</b>
<b>D4: Problem Solving &amp; Strategic Change Management (0-18 possible)</b>	<b>2</b>	<b>Divide total by 6</b>	<b>0.3</b>	<b>U</b>

- Highly Effective=HE    Effective=E    Needs Improvement=NI    Unsatisfactory=U
9. Domain I: Instructional Leadership    \_\_\_ HE    \_\_\_ E    **x** NI    \_\_\_ U (See Form 1 and select)
10. Domain II: Culture & Relationship Building    \_\_\_ HE    \_\_\_ E    **x** NI    \_\_\_ U (See Form 1 and select)
11. Domain III: Operations    \_\_\_ HE    \_\_\_ E    **x** NI    \_\_\_ U (See Form 1 and select)
12. Domain IV: Problem Solving    \_\_\_ HE    \_\_\_ E    \_\_\_ NI    **x** U (See Form 1 and select)

Domain	Rating (HE, E, NI, U)	Points (3,2,1,0)	Weight	Weighted Value (Pts. X weight)	Convert to 100 point scale	Domain Score
I-Instructional Leadership	NI	1	.32	.32	x 100	32
II-Culture & Relationship Building	NI	1	.21	.21	X 100	21
III- Operations	NI	1	.29	.29	X 100	29
IV-Problem Solving & Strategic Change Mngt.	U	0	.18	0	X 100	0
<b>SLA score</b>						<b>72</b>

SLA score= **72** points

The Deliberate Practice (DP) Score is based on the number of targets and the ratings given.

## School Administrator Evaluation System

---

DP score= 0 points      \_\_\_ HE \_\_\_ E \_\_\_ NI x U

### LEADERSHIP PRACTICE SCORE

SLA score 72 x .80 = 57.6

Deliberate Practice Score 0 x .20 = 0

Combined score is Leadership Practice Score: 72

Performance level is \_\_\_ Highly Effective \_\_\_ Effective \_\_\_ Needs Improvement x Unsatisfactory

The student performance is based on school wide VAM that is a 1 at this school. K-2 iReady was a 2, and 3<sup>rd</sup> grade proficiency was 45% so that is a 2. Overall the average and aggregate is 1. This earns 39 points.

### Summative

#### A. Leadership Practice Score

SLA score 72 x .80 = 57.6

Deliberate Practice Score x .20 = 0

Combined score is Leadership Practice Score: 57.6

B. Student growth Measure Score: 39

C. Performance Score: 96.6

370 to 462	Highly Effective
232 to 369	Effective
116 to 231	Needs Improvement
0 to 115	Unsatisfactory

Performance level is

Highly Effective       Effective       Needs Improvement       Unsatisfactory

### High School Principal- Unsatisfactory Example:

Domains	Total from Each Section	Divider	Average per Domain (round to the nearest hundredth place)	Rating HE, E, NI, or U (see chart below)
D1: Instructional Leadership (0-33 possible)	<b>11</b>	Divide total by 11	<b>1</b>	<b>NI</b>

## School Administrator Evaluation System

<b>D2: Culture and Relationship Building (0-21 possible)</b>	<b>5</b>	<b>Divide total by 7</b>	<b>0.71</b>	<b>NI</b>
<b>D3: Operations (0-30 possible)</b>	<b>9</b>	<b>Divide total by 10</b>	<b>0.9</b>	<b>NI</b>
<b>D4: Problem Solving &amp; Strategic Change Management (0-18 possible)</b>	<b>2</b>	<b>Divide total by 6</b>	<b>0.3</b>	<b>U</b>

- Highly Effective=HE    Effective=E    Needs Improvement=NI    Unsatisfactory=U
13. Domain I: Instructional Leadership    \_\_\_ HE    \_\_\_ E    **x** NI    \_\_\_ U (See Form 1 and select)
14. Domain II: Culture & Relationship Building    \_\_\_ HE    \_\_\_ E    **x** NI    \_\_\_ U (See Form 1 and select)
15. Domain III: Operations    \_\_\_ HE    \_\_\_ E    **x** NI    \_\_\_ U (See Form 1 and select)
16. Domain IV: Problem Solving    \_\_\_ HE    \_\_\_ E    \_\_\_ NI    **x** U (See Form 1 and select)

Domain	Rating (HE, E, NI, U)	Points (3,2,1,0)	Weight	Weighted Value (Pts. X weight)	Convert to 100 point scale	Domain Score
I-Instructional Leadership	NI	1	.32	.32	x 100	32
II-Culture & Relationship Building	NI	1	.21	.21	X 100	21
III- Operations	NI	1	.29	.29	X 100	29
IV-Problem Solving & Strategic Change Mngt.	U	0	.18	0	X 100	0
<b>SLA score</b>						<b>72</b>

SLA score= **72** points

The Deliberate Practice (DP) Score is based on the number of targets and the ratings given.

## School Administrator Evaluation System

---

DP score= 0 points       HE    E    NI    U

### LEADERSHIP PRACTICE SCORE

SLA score 72 x .80 = 57.6

Deliberate Practice Score 0 x .20 = 0

Combined score is Leadership Practice Score: 57.6

Performance level is  Highly Effective    Effective    Needs Improvement    Unsatisfactory

The student performance is based on school wide VAM that is a 1 at this school. Other measurements were the graduation rate at 54% (2), US History at 48% (2), Biology EOC at 24% (1) and acceleration at 16% (1). This averages to a rubric score of 1. Overall the average and aggregate is 1. This earns 39 points.

### Summative

#### D. Leadership Practice Score

SLA score 72 x .80 = 57.6

Deliberate Practice Score x .20 = 0

Combined score is Leadership Practice Score: 57.6

E. Student growth Measure Score: 39

F. Performance Score: 96.6

Performance Score ranges	Performance Level Rating
370 to 462	Highly Effective
232 to 369	Effective
116 to 231	Needs Improvement
0 to 115	Unsatisfactory

#### Performance level is

Highly Effective       Effective       Needs Improvement       Unsatisfactory

## School Administrator Evaluation System

### 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
<b>Domain 1: Student Achievement</b>	
<b>1. Student Learning Results</b>	
<i>Effective school leaders achieve results on the school's student learning goals.</i>	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	D1C3,4,5,9,10,11
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.	D1C3,4,5,9,10,11 D2C5, D3C1, D4C1
<b>2. Student Learning as a Priority</b>	
<i>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</i>	
a. Enables faculty and staff to work as a system focused on student learning;	D1C2,9,10,11 D4C2
b. Maintains a school climate that supports student engagement in learning;	D1C1,4
c. Generates high expectations for learning growth by all students; and,	D1C9,10,11
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	D1C9,10,11
<b>Domain 2: Instructional Leadership</b>	
<b>3. Instructional Plan Implementation</b>	
<i>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</i>	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	D1C1,3,5,7,9 D3C3
b. Engages in data analysis for instructional planning and improvement;	D1C1,3,5,7,9 D3C3
c. Communicates the relationships among academic standards, effective instruction, and student performance;	D1C1,3,5,7,9 D3C3
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,	D1C1,3,5,7,9 D3C3
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	D1C1,3,5,7,9 D3C3
<b>4. Faculty Development</b>	
<i>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</i>	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	D1C2,6,7,8,9 D2C4 D4C6
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	D1C2,6,7,8,9 D2C4 D4C6
c. Employs a faculty with the instructional proficiencies needed for the school population served;	D1C2,6,7,8,9 D2C4 D4C6
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;	D1C2,6,7,8,9 D2C4 D4C6

## School Administrator Evaluation System

<b>Alignment to the Florida Principal Leadership Standards</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	D1C2,6,7,8,9 D2C4 D4C6
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	D1C2,6,7,8,9 D2C4 D4C6
<b>5. Learning Environment</b>	
<i>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</i>	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	D1C1,2,10,11 D2C2 D3C5
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;	D1C1,2,10,11 D2C2 D3C5
c. Promotes school and classroom practices that validate and value similarities and differences among students;	D1C1,2,10,11 D2C2 D3C5
d. Provides recurring monitoring and feedback on the quality of the learning environment;	D1C1,2,10,11 D2C2 D3C5
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	D1C1,2,10,11 D2C2 D3C5
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.	D1C1,2,10,11 D2C2 D3C5
<b>Domain 3: Organizational Leadership</b>	
<b>6. Decision Making</b>	
<i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</i>	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	D1C2,6 D3C4
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	D4C1,2,3,4,5
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	D3C7 D4C1,2,3,4,5
d. Empowers others and distributes leadership when appropriate; and,	D3C1,2 D4C1,2,3,4,5
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	D3C8,9 D4C1,2,3,4,5
<b>7. Leadership Development</b>	
<i>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</i>	
a. Identifies and cultivates potential and emerging leaders;	D1C7,8,10 D2C4 D3C2
b. Provides evidence of delegation and trust in subordinate leaders;	D1C7,8,10 D2C4 D3C2
c. Plans for succession management in key positions;	D4C3,5
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	D1C7,8,10 D2C4 D3C2
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	D1C7,8,10 D2C4 D3C2 D3C10
<b>8. School Management</b>	
<i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i>	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	D2C2,3 D3C3,4,5,6,8,9,10
b. Establishes appropriate deadlines for him/herself and the entire organization;	D2C2,3 D3C3,4,5,6,8,9,10



## School Administrator Evaluation System

<b>Alignment to the Florida Principal Leadership Standards</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	D2C2,3 D3C3,4,5,6,8,9,10
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	D2C2,3 D3C3,4,5,6,8,9,10
<b>9. Communication</b>	
<i>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</i>	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	D2C1,2,3,4,5,6 D4C4,5,6
b. Recognizes individuals for effective performance;	D2C1,2,3,4,5,6 D4C4,5,6
c. Communicates student expectations and performance information to students, parents, and community;	D2C1,2,3,4,5,6 D4C4,5,6
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	D2C1,2,3,4,5,6 D4C4,5,6
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	D2C1,2,3,4,5,6 D4C4,5,6
f. Utilizes appropriate technologies for communication and collaboration; and,	D2C1,2,3,4,5,6 D4C4,5,6
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	D1C8 D2C1,2,3,4,5,6 D4C4,5,6
<b>Domain 4: Professional and Ethical Behavior</b>	
<b>10. Professional and Ethical Behavior</b>	
<i>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</i>	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	D1C10 D2C26,7 D3C3,7 D4C6
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;	D1C10 D2C26,7 D3C3,7 D4C6
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;	D1C10 D2C26,7 D3C3,7 D4C6
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	D1C10 D2C26,7 D3C3,7 D4C6
e. Demonstrates willingness to admit error and learn from it; and,	D1C10 D2C26,7 D3C3,7 D4C6
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	D1C10 D2C26,7 D3C3,7 D4C6

## School Administrator Evaluation System

### 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.*

#### Rubric for Hernando Site Based Administration Evaluation Components

##### Domain #1: Instructional Leadership

An Instructional Leader is a continuously reflective visible learner who empowers teachers to transform teaching and learning by modeling best practices and providing knowledgeable, data-driven feedback.

Components	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<p>1. Develop, articulate, and use a shared vision of instructional excellence to guide and define decisions. (FL Standards 2, 3, 5, 6 &amp; 9)</p>	<p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p> <p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence</p>	<p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p> <p>The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p> <p>The leader provides limited evidence that</p>	<p>The leader’s effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p> <p>The leader’s monitoring practices are consistently implemented in a supportive and constructive manner</p> <p>The leader’s decisions consistently demonstrate an understanding of</p>	<p>The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p> <p>The leader produces clear, convincing, and consistent</p>

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	<p>of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>	<p>demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p>	<p>learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p>	<p>evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p> <p>Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.</p>
<p>2. Establish meaningful goals to drive towards continuous school improvement. (FL Standards 2, 4, 5 &amp; 6)</p>	<p>Planning for improvement in student achievement is not evident and goals are neither</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and</p>	<p>The leader routinely shares examples of specific leadership, teaching, and curriculum</p>

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	<p>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.</p> <p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description. The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information</p>	<p>have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.</p> <p>Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses. Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities,</p>	<p>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.</p> <p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide. Standards-based instruction is an evident priority in the school and student results on incremental</p>	<p>strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p> <p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals. Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how</p>
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	<p>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.</p> <p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. MTSS not operational.</p> <p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely,</p>	<p>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.</p> <p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success</p>	<p>measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p> <p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p>	<p>the success was obtained. The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted</p>
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	<p>comprehensible and actionable form.</p> <p>The leader’s actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misleading others.</p>	<p>are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p> <p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida’s common language of instruction in</p>	<p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p> <p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with</p>	<p>supplemental supports (data based interventions and progress monitoring).</p> <p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p>
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		aligning school goals and expectations with district and state initiatives.	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.	
3. Ensure that benchmarks, curriculum and instruction are aligned to Florida Standards in order to promote high student achievement. (FL Standards 1, 2 & 3)	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	Assignments and activities in most, but not all courses relate to the standards in the course descriptions.  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 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	Every faculty meeting and staff development forum is focused on student achievement on the Florida Standards and NGSSS, including periodic reviews of student work. The leader can articulate which Florida Standards are designated for implementation

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	<p>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.</p> <p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language. 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</p>	<p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language. There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p> <p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum. Efforts to align curriculum with standards are emerging but have not yet resulted in improved</p>	<p>course descriptions</p> <p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation. 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</p>	<p>in multiple courses.</p> <p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs. 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.</p>
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	<p>and common language.</p> <p>There are no or minimal processes managed by the leader to verify that curriculum maps, resources, and district initiatives are used.</p>	<p>student achievement. Curriculum maps, resources, and district initiatives are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>research on effective instructional practice.</p> <p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum maps, resources, and district initiatives are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation</p>	<p>The leader routinely engages faculty in processes to improve the quality of use of curriculum maps, resources and district initiatives to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available. The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are 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</p>
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			level of the standards.	of priority standards.
<p>4. Facilitates, monitors and participates in school wide data analysis that seeks to understand student achievement data and use results to initiate data driven change to close achievement gaps and support school improvement with multiple stakeholders. (FL Standards 1, 2, &amp; 6)</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, and curriculum.</p> <p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher</p> <p>The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p> <p>The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary.</p> <p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, and examination of</p>

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	<p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>	<p>processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p>of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning <u>and</u> closing learning performance gaps among student subgroups within the school.</p>	<p>mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school. There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p>
<p>5. Promotes and monitors standards based common planning, with</p>	<p>Lesson plan monitoring isn't evident.</p>	<p>Lesson plan monitoring is inconsistent.</p>	<p>Lesson plan monitoring ensures</p>	<p>Lesson plan monitoring clearly supports standards based</p>

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<p>evidence of data analysis. (FL Standard 1 &amp; 3)</p>	<p>Negative trends are evident in closing achievement gaps.</p> <p>Data isn't always available to support common planning even when requested.</p> <p>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.</p>	<p>Positive and negative trends are evident in closing achievement gaps.</p> <p>Staff need to ask for data to support common planning.</p> <p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis. 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,</p>	<p>standards based lesson planning.</p> <p>Positive trends are evident in closing achievement gaps.</p> <p>Data is readily available to staff to support common planning.</p> <p>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</p>	<p>lesson planning and offers support and feedback to instructional staff and promotes team planning to maximize successful approaches. Positive trends are evident in closing learning performance gaps among all student subgroups within the school. The leader promotes the inclusion of available data in common planning discussions for instructional staff.</p> <p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school,</p>
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		district, school, and classroom.	teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.	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.
6. Uses frequent walkthroughs and informal and formal evaluations to provide targeted/timely feedback and support. (FL Standards 3, 4 & 6)	<p>Required observations for many staff are not completed. Feedback is rarely given.</p> <p>Use of data from the observation tool is rarely used. There is no evidence of an instructional evaluation plan.</p> <p>The midyear process is unclear.</p> <p>The leader does not participate in the informal opportunities created by district visits, staff learning walks or other opportunities to gather data to provide</p>	<p>Not all required observations are completed. Feedback is inconsistently given to staff.</p> <p>Use of data from the observation tool is used inconsistently and more as an afterthought. An instructional evaluation plan may exist but is not followed.</p> <p>The midyear process is inconsistently implemented.</p> <p>The leader is present but distracted in the informal opportunities created by district visits,</p>	<p>All required observations are completed. Feedback occurs for teachers that receive basic or lower ratings.</p> <p>Use of data from the observation tool is used to target observations and specific components for instructional staff. An instructional evaluation plan exists.</p> <p>The midyear process is followed and completed.</p> <p>The leader participates in the informal opportunities created by</p>	<p>All required observations for instructional staff are conducted consistently and routinely. Feedback is always given for basic or lower ratings. Meetings with staff occur for those receiving unsatisfactory ratings</p> <p>Use of data from the observation tool is used to target observations and specific components for instructional staff. An instructional evaluation plan is clearly evident.</p>

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	feedback and support to the staff and evaluate trend data.	staff learning walks or other opportunities to gather data to provide feedback and support to the staff and evaluate trend data.	district visits, staff learning walks or other opportunities to gather data to provide feedback and support to the staff and evaluate trend data.	<p>The midyear process is fully utilized to provide support and feedback to staff.</p> <p>The leader fully engages in the informal opportunities created by district visits, staff learning walks or other opportunities to gather data to provide feedback and support to the staff and evaluate trend data.</p>
7. Cultivates and supports Administrators, Instructional Coaches and/or teacher leaders, and monitors roles and responsibilities through leadership opportunities and professional growth. (FL Standards 3, 4, & 7)	<p>There is not a clearly identified leadership team. There may be factions at the school that make it difficult for school improvement to occur.</p> <p>People are not held accountable to their roles and responsibilities and confusion exists regarding who is responsible for numerous tasks.</p> <p>Professional growth</p>	<p>The leader has a leadership team that is tasked with school improvement.</p> <p>There are professional growth opportunities for all staff members.</p>	<p>The leader has a clearly identified leadership team to support a positive school climate, growth opportunities, and continued school improvement.</p> <p>Succession planning is occurring.</p> <p>There is follow through on decisions made to insure compliance and completion.</p> <p>Professional growth is planned for</p>	<p>The leader demonstrates ability to identify and orchestrate various leadership teams and utilize resources to create a positive school climate, growth opportunities, and continued school improvement.</p> <p>A succession plan is evident for all areas of the school staff.</p> <p>People are held accountable for follow through</p>

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	opportunities are inconsistently offered.		various needs of the staff.	and difficult conversations occur when necessary.  There is evidence of planning around professional growth opportunities based on group and individual needs to support the success of the organization.
8. Utilizes Instructional support personnel to discuss best practices and strategically determine professional development needs and avenues for academic support. (FL Standards 4, 7, & 9)	<p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that</p>	<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p>

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		Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.	target improved instruction and student learning is recognized by the faculty as a school priority.  Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.  Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.
9. Utilizes School Improvement Plans and data analysis to drive instruction, program interventions, and teacher supports. (FL Standards 1, 2, 3. & 4)	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.	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	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	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 makes use of all opportunities to support teachers and use school



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		instructional leadership decisions.	data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.	and district resources to maximize this effort.
10. Participates in professional learning opportunities and provides/facilitates professional learning opportunities for staff. (FL Standards 1, 2, 4, 5, 7, & 10)	<p>Professional learning is typically “one size fits all,” and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p> <p>The leader does not engage in professional development personally.</p>	<p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p> <p>The leader attends professional development without attention to their own needs and cannot reflect on growth.</p>	<p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., researchbased instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess</p>	<p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>

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			<p>proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p> <p>The leader actively engages in their own professional development.</p>	<p>The leader seeks their own professional development and is assertive about their needs to self-improve.</p>
<p>11. Demonstrates that high expectations of student learning is a top priority where there is a clear focus on student success. (FL Standard 1, 2, &amp; 5)</p>	<p>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 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.</p>	<p>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) 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.</p>	<p>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 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.</p>	<p>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 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.</p>

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### Domain #2: Culture and Relationship Building.

Effective leaders provide and support on-going opportunities to involve community members and current stakeholders. With the goal of accelerating student achievement, effective leaders understand the need to activate and involve parents/community members. Collective partnerships will enable all stakeholders to support the vision and goals of the school and district. Effective leaders establish cultures that demand high expectations for academic, social, emotional, and personal success for all students. An effective culture reinforces positive relationships and respect among all stakeholders.

Components	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1. Actively participates in the school's community organizations and builds community partnerships. (FL Standards 7 & 9)	<p>The leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>The leader has low visibility to students, staff, and community.</p> <p>Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a</p>	<p>The leader's actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p> <p>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</p>	<p>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.</p> <p>The leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success. Stakeholders have access via technology</p>	<p>In addition to the practices at the proficient level, the leader initiates processes that promote subordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p>

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	<p>sincere and effective advocate for the students</p>	<p>resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student subgroups do not perceive the school as focused on their best interests</p>	<p>tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.</p> <p>There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the</p>	<p>The messaging and support systems of the proficient leader are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community</p>
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## School Administrator Evaluation System

			community at large.	
<p>2. Cultivates a pleasant and inviting school atmosphere. Actively listens to and involves all stakeholders and values their contributions. (FL Standards 5,6, 8, 9, &amp; 10)</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernible across the school population and there are no or minimal leadership actions to change school climate. Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernible subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school expectations 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</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students. 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</p>	<p>The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school. 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.</p>

## School Administrator Evaluation System

		and diversity of students are inconsistently applied.	applied throughout the school.	
3. Communicates effectively in a timely, efficient, and positive manner. (FL Standards 8 & 9)	The leader does not proactively communicate with stakeholders. Does not articulate a clear point of view or attempt to tailor messages. May communicate conflicting messages to stakeholders. May lack professionalism.	The leader communicates with some stakeholders. Communication may not be clear, concise, or tailored to various stakeholders. Maintains a professional demeanor but may lack poise or confidence under pressure.	The leader communicates regularly and effectively with all stakeholders. Articulates a clear point of view in a coherent, concise, and compelling manner. Tailors message for each audience context, and mode of communication. Exhibits poise and professionalism even when under pressure.	The leader communicates regularly and effectively with all stakeholders. Articulates a clear point of view in a coherent, concise, and compelling manner. Tailors message for each audience context, and mode of communication. Exhibits poise and professionalism even when under pressure.  The leader creates proactive communication channels for all stakeholders and guides teachers and staff to do the same.
4. Models respect, a positive attitude, and demonstrates interpersonal skills that value the diversity and talents of all. (FL Standards 4, 7, 9, & 10)	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	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 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.	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.

## School Administrator Evaluation System

	<p>and/or inappropriate. Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs</p>	<p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes</p>	<p>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.</p>	<p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>
<p>5. Recognizes and celebrates the successes of the school and stakeholders and is resilient when addressing mistakes. (FL Standards 1, 2, 3, 9 &amp; 10)</p>	<p>The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.  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</p>	<p>The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.  The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria. Recognizes individual and collective contributions toward</p>	<p>In addition to meeting proficient 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.</p>

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	<p>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.</p>	<p>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.</p>	<p>attainment of strategic goals by focusing on what was done to generate the success</p> <p>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.</p>	<p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. 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</p>
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## School Administrator Evaluation System

			<p>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.</p>	<p>learning resulting from those lessons.</p>
<p>6. Exhibits willingness, courage, and skill to have effective difficult conversations and engages stakeholders in problem resolution. (FL Standards 4, 9, &amp; 10)</p>	<p>The leader does not resolve conflict or does so in an indirect, abrasive, or destructive manner. Avoids difficult conversations.</p>	<p>The leader anticipates challenges but does not manage conflict to effective resolution or vice versa. Is willing to have difficult conversation but is not always successful. Sometimes operates in a negative and reactive mode when dealing with conflict.</p>	<p>The leader anticipates and effectively manages conflict through consistent dialogue with stakeholders. Proactively resolves disagreements and demonstrates a knowledge of conflict resolution strategies and identifies the best solution for most situations. Exhibits willingness, courage, and skill to have effective difficult conversations.</p>	<p>The leader anticipates and effectively manages conflict through consistent dialogue with stakeholders. Proactively resolves disagreements and demonstrates a knowledge of conflict resolution strategies and identifies the best solution for most situations. Exhibits willingness, courage, and skill to have effective difficult conversations.</p> <p>The leader models conflict resolution for staff whenever possible. Helps stakeholders understand shared goals and other perspectives.</p>

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				Engages stakeholders in problem resolution.
7. Strongly adheres to the Principles of Professional Practice for the Education Profession and demonstrates commitment and models appropriate conduct. (FL Standards 10)	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.	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.	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	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.

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			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.
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### Domain #3 Operations

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

Components	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1. Ensures that all fiscal decisions support the implementation of instructional priorities, and are within the school's budgeted resources. . (FL Standards 1, 2, 6, 8, & 10)	There is little or no evidence of reflection and reevaluation of previous decisions.  Sub-ordinate leaders are not encouraged to evaluate prior decisions.  The leader fails to meet deadlines, and/or exceeds the budget. The leader lacks	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.	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. The leader leverages	The leader can provide clear and consistent evidence of decisions that have been changed based on frequent analysis of data. The leader has a regular pattern of decision reviews and "sun setting" in which previous decisions are reevaluated in light of the most current data. There is a culture of open acknowledgement of undesired outcomes

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	<p>proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not allocated or used due to lack of planning and coordination.</p>	<p>The leader sometimes meets deadlines, but only at the expense of exceeding 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.</p> <p>Resources are not allocated or used until late in the year or are carried over to another year due to lack of planning and coordination.</p>	<p>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</p>	<p>in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal. 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.</p>
<p>2. Uses effective strategies for selecting and retaining highly effective personnel (FL Standards 3, 4, 6, 7, &amp; 8)</p>	<p>The leader focuses their assessment of staff on whether they connect with the staff.</p> <p>The leader struggles to retain staff.</p>	<p>The leader looks at student data and conducts observations but doesn't correlate the two and has limited growth.</p> <p>The leader struggles to retain staff but</p>	<p>The leader makes the connection between student data and conducting observations to provide feedback to staff to support school improvement.</p>	<p>The leader looks at student data and conducts observations to constantly assess the effectiveness of staff always striving for school improvement and growth for personnel. Feedback with staff is a perpetual loop.</p>

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	The leader blames others for inability to hire or retain staff and makes no action plan to address it.	is attempting to fix it.  The leader views other departments as the sole provider for hiring and retaining staff.	The leader has a plan to support recruitment and retaining their staff.  The leader knows the policies and procedures to support the hiring and certification of staff.	The leader uses site and district resources to help recruit and retain the majority of their staff.  The leader provides oversight to support staff and the district in the hiring and certification process for their staff.
3. Monitors personnel as it relates to state and district guidelines including the following: •Daily monitoring of student attendance •Ensuring FTE counts are accurate to reflect appropriate revenue •Enforces the state of Florida’s Code of Ethics and models this behavior consistently. <b>(FL Standards 4, 6, 8, 9 &amp; 10)</b>	The leader does not know the policies for attendance or FTE, as well as many other state and district guidelines. The leader needs to be told the guidelines multiple times and still struggles to follow them.  The leader avoids issues that may require investigation or difficult conversations.	The leader inconsistently applies the policies and procedures regarding attendance and FTE and other state and district guidelines. The leader typically addresses issues that are brought to their attention.  The leader struggles to confront issues that require investigation or difficult conversations. The leader requires a lot of support and prompting to follow through to resolve these issues.	The leader generally conforms to all policies and procedures related to monitoring attendance and FTE counts and works to support staff members at site that complete this work. The leader quickly addresses issues brought to their attention and always works to find a solution.  The leader address situations that arise the may need to be investigated. The leader follows procedures and accepts help. The leader works to ensure all district and	The leader is aware and focused on all policies and procedures related to monitoring attendance and FTE counts and most state and district guidelines and works to support staff members at site that complete this work. The leader anticipates issues before they arise. The leader works collaboratively between district departments and site staff to address issues when they arise and create a solution.  The leader recognizes situations that need to be reviewed or investigated and follows all procedures to do this. The leader is willing to ask tough questions and have

## School Administrator Evaluation System

			state guidelines are followed.	difficult conversations when needed. The leader holds high expectations for themselves and their staff.
4. Understands and implements the district's Student Code of Conduct and establishes a school-wide discipline plan to support board approved policy. (FL Standards 2, 5, & 8)	<p>The leader rarely uses the Student Code of Conduct and relies on their own reflections to make decisions. The leader is not open to feedback about their process.</p> <p>The leader is not focused on a school wide plan and treats each day as a new opportunity to employ their methods.</p>	<p>The leader inconsistently applies the Student Code of Conduct. The leader does make an effort to utilize when the situation is addressed.</p> <p>The leader lacks ability to implement a school wide plan and is often making changes or plans lack consistency. Or the leader may start a new plan to address the situation too often without allowing time to evaluate effectiveness.</p>	The leader knows the Student Code of Conduct and follows it consistently with very few exceptions. The leader is open to discussing any decision made and can learn from any feedback. The leader seeks to create a school wide plan that reduces disciplines and impact an improved school culture.	The leader knows the Student Code of Conduct and always applies it consistently. The leader will always request support when confronted with a unique or new situation. The leader tracks discipline data and constantly is assessing methods to improve student discipline and follows through with an action plan. Once the action plan is created follow through is consistent to reinforce student and site success. Board policies are always followed.
5. Reports, monitors, analyzes, and problem solves after accurate collection of discipline data. Strategically places proper personnel to provide immediate	The leader demonstrates a limited ability to identify a problem statement or related contextual factors. Solutions are vague or only indirectly	The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem	The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is	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

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<p>support and wrap around services (guidance, SRO, alternate educational settings, district resources). (FL Standards 5 &amp; 8)</p>	<p>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.</p>	<p>statements are superficial or inconsistent in quality.</p> <p>Typically, a single “off the shelf” solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>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.</p>	<p>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 is conducted to determine need for further work.</p>
<p>6. Ensure fiscal responsibility by managing budgets and ensure financial resources are properly managed in compliance with</p>	<p>The leader has no understanding of budgets and financial resources and needs multiple interventions to fix mistakes.</p>	<p>The leader is inconsistent in their approach regarding budgets and resources including but not limited to federal funds</p>	<p>The leader is aware and generally follows through regarding budgets and resources including but not limited to</p>	<p>The leader diligently tracks, understands and is proactive regarding budgets and resources including but not limited to federal funds and sub budgets.</p>

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<p>District policies and procedures. (FL Standards 8)</p>	<p>The leader has limited knowledge of policies and often needs constant reminding to follow policies and procedures.</p>	<p>and sub budgets.  The leader will typically follows all policies and procedures when reminded.</p>	<p>federal funds and sub budgets.  The leader attempts to follow all policies and procedures related to maintaining, tracking and planning for these budgets and financial resources but may need minor corrections and/or support.</p>	<p>The leader follows all policies and procedures related to maintaining, tracking and planning for these budgets and financial resources. The leader learns quickly to address any concerns.</p>
<p>7. Ensure compliance with District policies and procedures related to Human Resources Management. (hiring, leaves, FLSA, ADA, etc) (FL Standards 4, 9, &amp; 10)</p>	<p>The leader has repeat compliance issues that need to be addressed multiple times.  The leader struggles to resolve issues as their practice doesn't change when addressed.</p>	<p>The leader has compliance issues that may result in audit findings with regards to practices connected to Human Resources.  The leader will resolve issues when addressed.</p>	<p>The leader is in compliance with regards to all school, district and state policies that impact Human Resources.  The leader will address issues that are addressed is open to assistance.  The leader always accepts help when needed.</p>	<p>The leader is in compliance and works collaboratively with Human Resources with regards to all school, district and state policies.  The leader is proactive in communicating concerns and works to find a solution within the current guidelines. The leader is assertive about seeking assistance when necessary.</p>
<p>8. Manages school facilities properly through compliance with appropriate standards of cleanliness and reporting</p>	<p>The school is not clean and there is no plan to address it.  The leader does not seek support or communicate</p>	<p>The school is inconsistently clean and no reports are made to address the issue.</p>	<p>The school environment has appropriate levels of cleanliness.  The leader works consistently</p>	<p>The school is always clean and the leader is proactive with their staff and district departments to anticipate future needs before issues arise.</p>



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<p>operational concerns as appropriate. (FL Standards 5 &amp; 8)</p>	<p>with district departments or utilize resources.</p> <p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results</p>	<p>The leader will work with district departments when directed.</p> <p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p>	<p>with district departments to address issues and resolve issues.</p> <p>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.</p>	<p>The leader always seeks support and teamwork with the district departments to address and resolve all issues. 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.</p>
<p>9. Manages school operations and facilities to promote a safe, efficient, and effective learning</p>	<p>The leader is unaware of what state laws and/or district policies are in order to be in compliance or fully</p>	<p>The leader relies on teachers to implement solutions and is seldom involved in monitoring or</p>	<p>The leader is aware of what state laws and/or district policies are and monitors teacher and student</p>	<p>The leader is aware of what state laws and/or district policies are and proactively foresees issues and creates solutions. The leader monitors teacher and</p>

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<p>environment including using district approved technology to conduct drills adhering to District protocol and making modifications and revisions to the school safety plan. (FL Standards 6, 7, &amp; 8)</p>	<p>implement plans or solutions at the school.</p> <p>The leader has no school safety plan and if drills are conducted they are not done at the frequency or on the schedule that should be followed.</p> <p>The leader has experienced numerous safety issues and has no plan to address them. Modifications never occur.</p>	<p>providing feedback on the impact of the results on compliance.</p> <p>The leader has a school safety plan that is missing key components. The drills are completed but not at the frequency that is required.</p> <p>The leader has been open to addressing safety issues that have been brought to their attention. Modifications rarely occur.</p>	<p>implementation of any plans or solutions that occur.</p> <p>The leader has a school safety plan and all district protocols are followed in completing safety drills on schedule and at the frequency required.</p> <p>The leader addresses all safety issues and contacts the appropriate district resources at the appropriate times. Modifications are made often.</p>	<p>student implementation of any plans or solutions that occur.</p> <p>The leader has a school safety plan and all district protocols are followed in completing safety drills on schedule and at the frequency required.</p> <p>The leader addresses all safety issues and contacts the appropriate district resources at the appropriate times. Modifications are made regularly for ongoing improvement.</p>
<p>10. Effectively communicates and educates all stakeholders in District approved safety protocol. (FL Standards 6,7,8)</p>	<p>The leader communicates with few, if any stakeholders. People complain about not being informed.</p>	<p>The leader communicates with students, teachers, parents and the community about safety protocol inconsistently so all stakeholders do not have the opportunity to be informed. Confusion can occur at times.</p>	<p>The leader communicates with most stakeholder groups such as students, teachers, parents and the community about safety protocol so all stakeholders have the opportunity to be informed.</p>	<p>The leader communicates with students, teachers, parents and the community about safety protocol so all stakeholders have the opportunity to be informed.</p>

Domain 4#: Problem-Solving and Strategic Change Management

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Effective leaders establish anticipate issues and strategically address decision making through effective problem solving, adaptation, and implementing changes.

Components	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1. Collects, analyzes, and uses multiple forms of data to make decisions. (FL Standards 1, 3, 5, & 6)	The leader uses data inconsistently or has difficulty understanding or using data to inform decision making.	The leader collects and analyzes different sources of data. May have difficulty identifying the most salient data to inform decision making. Some decisions may not align with or support findings.	The leader collects, analyzes, and draws meaningful conclusions from multiple forms of quantitative and qualitative data (e.g., teacher, classroom, and student level data) to inform short and long term decision making.	The leader collects, analyzes, and draws meaningful conclusions from multiple forms of quantitative and qualitative data (e.g., teacher, classroom, and student level data) to inform short and long term decision making.  The leader regularly shares data finding with stakeholders.
2. Identifies problems, analyzes root causes, and develops effective strategies to resolve issues. (FL Standards 2 & 6)	The leader does not accurately identify problems or prioritize the most critical issues to increase student achievement. Strategies may not address critical issues.	The leader identifies problems and attempts to diagnose root causes with varying success. Occasionally prioritizes the most critical issues. Develops partially effective strategies or strategies that address only part of the issue.	The leader effectively identifies problems. Analyzes complex issues to accurately diagnose root causes. Prioritizes the most critical issues, and develops effective strategies to resolve those issues.	The leader effectively identifies problems. Analyzes complex issues to accurately diagnose root causes. Prioritizes the most critical issues, and develops effective strategies to resolve those issues.  The leader anticipates problems before they occur. Regularly leads teachers in a process to understand root causes of issues and help develop effective strategies to resolve them.

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<p>3. Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances. (FL Standards 3, 4, 6, 7, &amp; 9)</p>	<p>The leader develops action plans that do not address identified issues. Has difficulty anticipating risks, and may become surprised or frustrated when things do not go according to plan. Rarely monitors implementation.</p>	<p>The leader develops action plans to address identified issues, but may focus solely on the big picture or get stuck in the details and lose sight of the goal. Sometimes anticipates and prepares for potential risks and challenges. Monitors progress.</p>	<p>The leader develops and implements clear action plans that address weekly and monthly milestones to address identified issues, demonstrating the ability to balance the big picture with detailed steps to reach the end. The leader monitors progress and makes mid-course corrections, when needed, to ensure success.</p>	<p>The leader develops and implements clear action plans that address weekly and monthly milestones to address identified issues, demonstrating the ability to balance the big picture with detailed steps to reach the end. The leader monitors progress and makes mid-course corrections, when needed, to ensure success.</p> <p>The leader reflects on past practice and incorporates lessons learned in future action plans.</p>
<p>4. Employs effective technology integration to enhance decision making and efficiency throughout the school. (FL Standards 6, 8, &amp;9)</p>	<p>There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p>	<p>Technology 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,</p>	<p>Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership. Engages sub-ordinate leaders in developing</p>	<p>The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process.</p> <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p>

## School Administrator Evaluation System

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	Technology integration does not support data exchanges, project management, and feedback processes.	decision evaluation and distributed leadership.	strategies for coaching staff on integration of technology.	
5. Proactively plans and creates systems to accomplish schoolwide goals. (FL Standards 1, 6, 7, & 9)	The leader does not proactively plan or create systems to achieve school wide goals.	The leader demonstrates some planning and organization. Creates systems that support school-wide goals.	The leader consistently demonstrates organization. Proactively plans and creates systems to achieve school wide goals and sustainable solutions. Implements yearlong planning, consistent day to day schedules and effectively manages professional time.	The leader consistently demonstrates organization. Proactively plans and creates systems to achieve school wide goals and sustainable solutions. Implements yearlong planning, consistent day to day schedules and effectively manages professional time.  The leader models organizational skills and systems thinking. Adapts systems to enable sustainable solutions over time.

## School Administrator Evaluation System

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<p>6. Builds ownership from diverse stakeholders and, overcomes resistance to advance school improvement. (FL Standards 4, 9 &amp; 10)</p>	<p>The leader does not recognize the impact of change on others or attempt to manage resistance. Attempts to lead change by directing others and is unable to build stakeholder ownership.</p>	<p>The leader sometimes recognizes the impact of change on others and works to manage resistance. Communicates the need for change to diverse stakeholders. Create some short term wins.</p>	<p>The leader recognizes the impact of change on others, and proactively anticipates and manages resistance. Helps others understand the need for change, and builds ownership from diverse stakeholders. Creates short term wins to build momentum and sustainability for longer term change.</p>	<p>The leader recognizes the impact of change on others, and proactively anticipates and manages resistance. Helps others understand the need for change, and builds ownership from diverse stakeholders. Creates short term wins to build momentum and sustainability for longer term change.</p> <p>The leader expertly manages change. Converts resistance to support by engaging concerned stakeholders and/or leveraging supporters to influence others.</p>
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Updated 7-30-2019

### 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 administrators.*

See C. Performance of Students.

### Appendix D – Summative Evaluation Forms

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

**School Administrator Evaluation System**

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**EVALUTION FORM: Annual PERFORMANCE LEVEL**

This form is used to calculate a Summative Performance Level

Name: \_\_\_\_\_  
School: \_\_\_\_\_ School Year: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ District: \_\_\_\_\_  
Evaluator's Title: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Leadership Practice Score**

SLA score \_\_\_\_\_ x .80 = \_\_\_\_\_  
Deliberate Practice Score x .20 = \_\_\_\_\_

Combined score is Leadership Practice Score: \_\_\_\_\_

Student growth Measure Score: \_\_\_\_\_ Performance Score: \_\_\_\_\_

Performance Score ranges	Performance Level Rating
370 to 462	Highly Effective
232 to 369	Effective
116 to 231	Needs Improvement
0 to 115	Unsatisfactory

Performance level is

Highly Effective       Effective       Needs Improvement       Unsatisfactory

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School Leader Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_