BREVARD PUBLIC SCHOOLS

Human Resources Services
2700 Judge Fran Jamieson Way
Viera, Florida 32940

2023-2024 School Year

Administrative Evaluation - ILPAS/DILPAS

Rule 6A-5.030
Form AEST-2016
Effective Date: April 2018

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1. Performance of Students

Directions:

The district shall provide:

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

▶▶ For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].

▶▶ For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].

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What is Evaluated?

The portion of evaluation that involves the performance of students is as follows: 'Student Academic Performance Measures: At least 33% of a school leader's annual evaluation is based on the performance of students using school-wide VAM.'

Performance of Students:

This component comprises 33% of the school leader's evaluation. The performance of students under the leader's supervision represents 33% of the annual performance level. The specific academic performance measures used and 'cut points' applied must conform to Florida Statutes and State board rules.

33% Student Performance	**Individual Accountability for Student Academic Performance Based on Identified Assessments** 33 points: Individual accountability for student academic performance / value-added growth measures	**33%**

⏩ For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.]

For the evaluative cycle, school level "student performance measures" will account for 33% of a school administrator's evaluation. The state provided (three-year) School Aggregated VAM scores and confidence interval scores will be the measure including the current year and the two years immediately preceding the current year, when available.

For each school (and administrator), a combined score of the state provided three year SAV reading, math, and Algebra 1 will be used in conjunction with the three year SAV confidence intervals. SAV evaluative levels of Highly Effective, Effective, Needs Improvement, and Unsatisfactory will be established as follows:

3 Standard Deviations above and below score at (99.7) Confidence Interval						
	U3	U2	U1	L1	L2	L3
HE	+	+	+	+	+	+
HE	+	+	+	+	+	-
E	+	+	+	+	-	-
E	+	+	+	-	-	-
E	+	+	-	-	-	-
NI	+	-	-	-	-	-
U	-	-	-	-	-	-

Looking at the graph to the right you will see a horizontal WHITE line. This line represents a Zero VAM score. This represents the point where, on average, the students within the entire school have achieved or exceeded expected growth in FSA Grade 4-10, ELA/FSA Grade 4-8, and Math/Grade 8-9 Algebra 1.

Focus on the 4th bar from the left. Notice how the triangle is close but just above the horizontal Zero Line. A school would have a VAM score slightly above ZERO. We can say that the students associated with this school's score, on average, achieved expected growth in the ELA/FSA Math or Algebra 1. The key here is the term "on average" because some students met or exceeded their individual expected growth while some did not.

Continue to consider the 4th bar from the left and focus on the three segments above and below the teacher's average score. These are called Confidence Intervals. They represent the possible variability of a school's average score (triangle). The segment just above (white) and below (tan) the teacher's average is called the 1st positive and negative Confidence Interval. The range from the top of the white to the bottom of the tan segment represents a 68% confidence interval. Based on the data, we are 68% confident that the school's average (triangle) would fall within this range.

The second segment above (green) and below (brown) is called the 2nd positive and negative confident interval. The range from the top of the green to the bottom of the brown segment represents a 95% confidence inteval. We can say that, based on the data, we are 95% confident that the school's average would fall within this range.

The third segment above (black) and below (black) is called the 3rd positive and negative confident interval. The range from the top of the green to the bottom of the brown segment represents a 99.7% confidence inteval. Based on the data, we are 99.7% confident that the school's average wold fall within this range.

Each school has its own average and confidence interval based on the number and variation of the student scores. For a school (and the administrators) to be identified as **"Highly Effective"**, all but the lowest confidence intevals (L3) would have to be positive (above the Zero Line). A school (and the administration) would be considered **"Effective"** if 2, 3, or 4 confidence intervals were above the Zero Line. To receive a **"Needs Improvement"** a

school would have to have only 1 confidence interval above the Zero Line. A school would be considered **"Unsatisfactory"** if ALL 6 confidence intervals were below the Zero Line.

For the school year, 33% of an administrator's evaluation will be comprised of student performance measures and based on up to three years of student assessment data results as provided by the state. All district level administrators will receive an aggregated effectiveness level based on the administrator's role.

Some examples include:
- General Support District Administrators will receive the District 3 Year Aggregated VAM and the associated effectiveness level.
- The Director of Secondary Programs will receive an aggregated effectiveness level based on all high schools and the grades 9-12 portion of combination schools.
- The Director of Elementary Programs will receive an aggregated effectiveness level based on all elementary schools.

School administrative VAM scores (SAV) and District Administrative VAM scores (DAV) will be converted to an **ILPAS/DILPAS 33** point score using the following conversion tables and used as the "Summative Part II: Student Performance" score. This score will be combined with the 67 point "Summative Part I: Professional Practices" portion of the administrative evaluation.

33 Point Scale (G4-6)		
Points	3Yr School/District VAM Range	% Included
33	0.925 and Above	3.00%
32	0.75 to 0.90	3.62%
31	0.575 to 0.725	6.41%
30	0.4 to 0.55	8.45%
29	0.225 to 0.345	14.45%
28	0.05 to 0.2	20.69%
27	**-0.175 to 0.025**	**23.98%**
26	-0.4 to -0.2	12.11%
25	-0.625 to -0.425	4.3%
24	-0.85 to -0.65	1.87%
23	-1.075 to -0.875	0.42%
22	-1.3 to -1.1	0.21%
21	-1.325 & below	0.46%

33 Point Scale (G7-10)		
Points	3Yr School/District VAM Range	% Included
33	1.275 and Above	3.00%
32	1.025 to 1.25	1.65%
31	0.775 to 1.00	3.19%
30	0.525 to 0.75	4.28%
29	0.275 to 0.5	6.44%
28	0.05 to 0.25	17.50%
27	**-0.375 to 0.025**	**44.3%**
26	-0.625 to -0.4	10.89%
25	-0.875 to -0.65	4.79%
24	-1.125 to -0.9	1.43%
23	-1.375 to -1.15	1.03%
22	-1.625 to -1.4	0.68%
21	-1.65 & below	0.86%

NOTE: ILPAS/DILPAS 33 Point conversion distributions may change slightly from year to year based on school level Teacher Aggregated VAM (TAV) results for the current year.

Data Source:
- State provided District or School 3 Year aggregated VAM
- State provided District or school 3 Year aggregated VAM scores by grade

2. Instructional Leadership

Directions

The district shall provide:

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

▸ Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].

▸ For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].

▸ Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].

▸ Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

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

	Professional Practices Based on Florida's Principal Leadership Standards	
67% Professional Practices	**57 points: FSLA Score**	**67%**
	10 points: Implementation of School Improvement/Strategic Plan Score	

The Leadership Practice

This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice combines results of the Florida School Leader Assessment (FSLA) and an additional Metric –Implementation of School Improvement/Strategic Plan. The FSLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others.

For Brevard Public School leaders being evaluated using the FSLA, the BPS model evaluation is based on two metrics:

- Leadership Practices Score: An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). This is based on these metrics representing 67% of the annual performance level:

- o The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader's work and impact of that work on others. The FSLA contributes 57% of the Leadership Practice Score.
- o Implementation of School Improvement/Strategic Plan: Deep learning and growth through the continuous improvement cycle based on individual school/district needs. This score contributes 10% of the Leadership Practices Score.

The processes and forms described in the following pages are focused on the Leadership Practices component of evaluation.

Section One: How to Score the FSLA

About the FSLA Scoring Process

The district-adapted scoring model has these features:
- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains, proficiency areas, and indicators:
  - o Highly Effective (HE)
  - o Effective (E)
  - o Needs Improvement (NI)
  - o Unsatisfactory (U)

- Direct Weighting: The FSLA score is based on ratings for each of four domains, but the BPS system specifically gives the most weight to Domain 2: Instructional Leadership and Domain 3: Organizational Leadership. The weights are:
  - o Domain 1: Student Achievement: 14%
  - o Domain 2: Instructional Leadership: 40%
  - o Domain 3: Organizational Leadership: 37%
  - o Domain 4: Professional and Ethical Behavior: 9%

- Embedded Weighting: The use of domain scores to generate an FSLA score results in embedded weighting as the domains have different numbers of indicators.
  For example:
  - o Domain 1 has four indicators, Domain 2 has 12 indicators, Domain 3 has 11 indicators and Domain 4 has three indicators to comprise the FLSA score.
  The result of this is:
  - o Domain 2 and Domain 3 indicators have the most impact on the FSLA results due to direct weighting. There are 12 indicators in Domain 2 weighing 40% and 11 Domain 3 indicators weighing 37%.
  - o Domain 1 has four indicators and comprises 14% of the FSLA Leadership Practices score.
  - o Domain 4 has three indicators and comprises 9% of the FSLA Leadership Practices score.

- Proficiency on indicators leads to an FSLA Score.
  - o Ratings on indicators (using rubrics in the FSLA) are combined to generate a rating (HE, E, NI, or U) on each Proficiency Area.
  - o Ratings on Proficiency Areas are combined (using the tables in this scoring guide) to generate a domain rating.
  - o Ratings on domains are combined (using tables in this scoring guide) to generate a FLSA Score.
  - o Model uses a weighted point system. Points are assigned to each indicator, average points determine proficiency area and domain scores, and average domain scores determine FSLA scores.

Indicator ratings:

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

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

The ratings on the indicators aggregate to a rating on the 9 Priority Performance Indicators (PPI) on points assigned to each rating (9=HE, 6=E, 4=NI, 1=U). The ratings on the indicators aggregate to a rating on the 21 Performance Indicators (PI) on points assigned to each rating (7=HE, 4=E, 2=NI, 1=U). The ratings on the Priority Performance Indicators and the Performance Indicators within a Domain aggregate to a domain total using point values assigned.

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

Distinguishing between proficiency ratings:

The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of "satisfactory " and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both evaluatees and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with the school improvement/strategic plan process. In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

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

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

Step One: Rate each Indicator:

Start with judgments on the indicators. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.
> The FSLA supports this indicator proficiency rating process with <u>rubrics</u> for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
> To guide the rating decision, <u>illustrative examples</u> of leadership actions and illustrative examples of impacts of leadership actions are provided.
> Ratings can be recorded on the FSLA Leadership Practices form.

Step Two: Rate each Priority Performance Indicators and Performance Indicators:

Indicators are assigned a proficiency level (HE, E, NI, or U).

Step Three: Calculate the FSLA Score:

Indicators are rated as HE, E, NI, or U.
> In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
> In Step Two, indicators are assigned a proficiency level (HE, E, NI, or U).
> In Step Three, the FSLA Score is calculated. All of these steps were based on evidence on the indicators and scoring tables.

ILPAS/DILPAS FSLA Leadership Practices Scoring
Priority Performance Indicator (PPI) and Performance Indicator (PI)
Domain 1:   (2 PPI x 9) + (2 PI x 7) = 32 pts possible (14%)
Domain 2:   (3 PPI x 9) + (9 PI x 7) = 90 pts possible (40%)
Domain 3:   (4 PPI x 9) + (7 PI x 7) = 85 pts possible (37%)
Domain 4:   (3 PI x 7) = 21 pts possible (9%)
Domains (1 + 2 + 3 + 4) ÷ 4 = FSLA Leadership Practices Score

Implementation of School Improvement/Strategic Plan Score:

> Refer to appendix *ILPAS/DILPAS Scoring Ranges* on page 94 for scoring the Implementation of School Improvement/Strategic Plan.

Section Three: How to Calculate a Leadership Practice Score

A. FSLA Score: 57 points possible   _____ points earned

B. Implementation of School Improvement/Strategic
   Plan Score: 10 points possible   _____ points earned

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

           67 points possible   _____ points earned

Leadership Score Range	Leadership Practice Rating
53.5 - 67	Highly Effective
39.5 – 53.4	Effective
27.5 – 39.4	Needs Improvement
0 - 27.4	Unsatisfactory

Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve one's work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate others with it will do both.

Things to know

1. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to evaluatees when they understand the research framework

2. Inter-rater Reliability: Evaluators in the district should be able to provide evaluatees similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
   a. The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
   b. The rubrics – how to distinguish proficient levels.
   c. Inter-rater reliability checks – Processes for verifying raters meet district expectations in using the rubrics.

3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to evaluatees as specific, actionable and in a timely manner. Training on how to do so is essential.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system:
   a. Evidence gathering: What sources are to be used?
   b. Timeframes, record keeping
   c. Scoring rules

6. Student Academic Performance Measures: What are the district's requirements regarding use of student academic performance measures in the district's evaluation system?
   - In keeping with F.S. 1012.34, student academic performance measures will constitute 33% (1/3) of the district's evaluation system.

7. Evaluators will complete the following training sessions:

   Introduction to the BPS Instructional Leadership Personnel Performance Appraisal System and Implementation of School Improvement/Strategic Plan

   Objectives:
   To develop a positive philosophy and attitude toward personnel performance appraisal.

   To outline the conceptual basis for the system in the goals, objectives, and philosophy.

   To ensure that evaluators understand the proper use of the assessment criteria and procedures and the need for confidentiality.

To examine and to discuss procedures as they relate to various categories of instructional personnel.

To provide techniques for developing understanding of assessment criteria and procedures.

Activities:
Participants will be provided with a thorough explanation of the policies, activities, forms, and other documents that constitute a system for annual assessment for all instructional personnel.

Materials:
Instructional Leadership Performance Appraisal System manual

Evaluation Procedures:
In order to demonstrate attainment of the knowledge identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).

- ILPAS/DILPAS process training and assessment (annual)
- AP Academy for Assistant Principals
- Effective Observation and Feedback Calibration (every 3 years)
- AP Academy for first year assistant principals and their mentors
- Initial Observation Certification training for new administrators

8. Sources of information about the evaluation system: Where can evaluators and evaluatees access manuals, forms, documents, etc. regarding the evaluation process?

The "Resources" tab within the evaluation platform
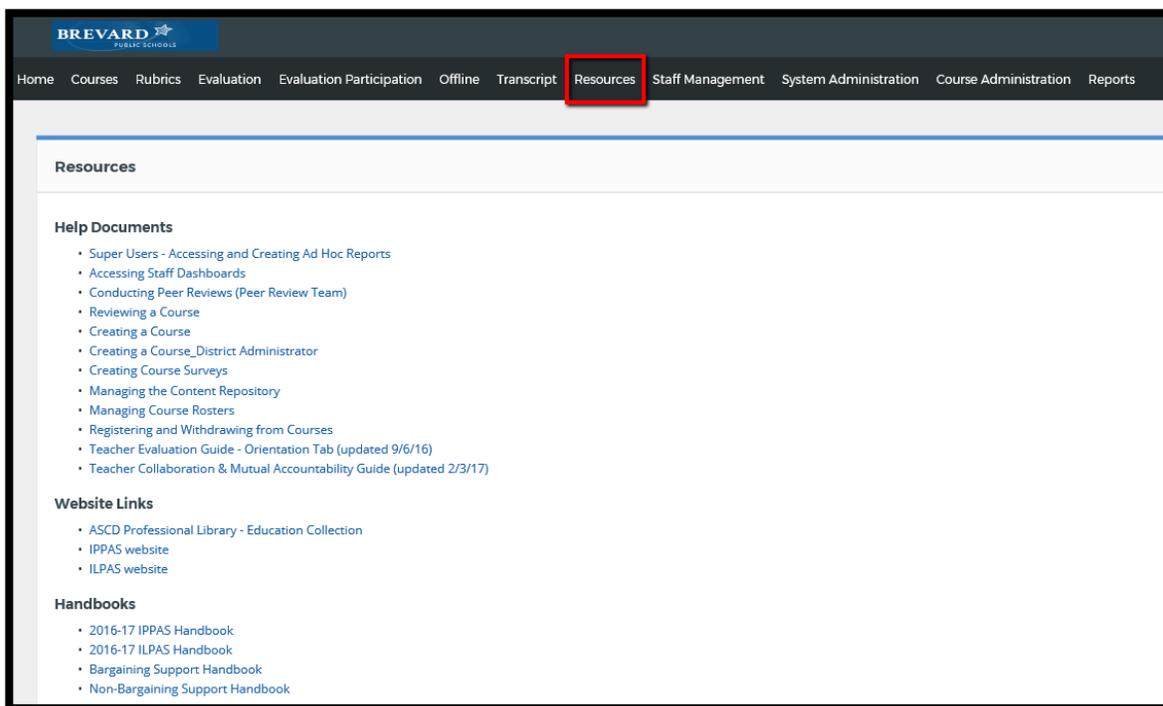
9. Additional metrics: Training on any additional metrics used to supplement the practice portion of the evaluation.

Coaching, Mentoring, and Assistance

Recognizing that building success in an organization requires the ability to compassionately foster self-responsibility and collaboration in teams, the district has established varied avenues to provide school leaders information, strategies, and targeted experiences to enhance their capabilities as effective leaders.

The objectives are as follows:

- Improve personal performance and assure continued professional growth and development of administrators.
- Provide the environment, tools, support, and direction while removing obstacles to enhance effective leadership.
- Provide specific, meaningful feedback that focuses on improvement and corrects performance shortcomings.
- Prepare administrators for future challenges and opportunities requiring greater levels of professional and personal commitment.

Coaching and mentoring involve conversations wherein the evaluator instructs, counsels, and tutors an evaluatee in how to improve performance. They are a direct response to the need to assist leaders in developing their potential, including skills required for success in their chosen positions.

Effective coaching yields more than improved performance; it also increases personal satisfaction, inspires a commitment to excellence, and fosters the administrator's development as a leader. To be successful, coaching and mentoring require objectivity, analysis, reflection, and an awareness of and respect for another's viewpoints and reactions.

There are three types of coaching conversations: Feedback – to reinforce or change a specific pattern of behavior; Problem-Solving – to figure out the best approach for solving a problem, pursuing an opportunity, or producing a specific result; Developmental – to assist the administrator in envisioning and identifying short-term and long-term career goals and to explain how those goals match organizational needs.

Most coaching and mentoring are situational. Problems and exceptional performance are addressed in conferences as they arise; to be made aware of something done three months prior to such a conference may lead to a feeling of unfairness and resentment. Likewise, to save up all praise and criticism for the scheduled performance assessment conference overwhelms the administrator. Of course, coaching and mentoring also occur during the regularly scheduled formal performance assessment sessions.

When performance is rated as "needs improvement" or "unsatisfactory" during the interim review or the final annual review, coaching, mentoring, and assistance are documented as part of the professional development assistance plan target-setting and review process.

All new assistant principals are provided an experienced, role-alike AP/mentor who is available throughout the year for additional assistance. AP mentors are ideally highly effective and will attend some AP Academy sessions with their and make contact regularly with their mentee.

Guidelines for Principal Mentoring

Leaders serving as principal mentors will be required to attend and successfully obtain District Principal Mentor Certification. Once assigned a mentee, the Principal Mentor must follow these requirements with the mentee:

1. Brand new principals will be assigned a mentor for two school years.

2. Experienced principals moving from one level to another – elementary to secondary or secondary to elementary will be assigned a mentor for a period of one year.

3. Experienced principals who are hired from another county or state will be assigned a mentor for a period of one year.

4. Mentors/mentees must communicate at least once per month, which can include phone conversations, email, etc.). Requirements

for national principal mentor certification are 72 contact hours – contact hours include face-to-face, phone conversations, email, etc.

5. Meetings should be initiated and scheduled by the mentor.

Guidelines for District Principal Mentor Certification

1. Principals who are serving as mentors must have either national principal mentor certification or district principal mentor certification.

2. Principals may be assigned a mentee without having the certification, but they must obtain certification immediately following their mentee assignment.

3. Principal mentors will be selected by the Offices of Leading & Learning and the Office of Professional Learning and Development.

4. Principals who are selected as mentors should be experienced, and they should have ideally earned a highly effective rating on their last annual evaluation.

Continued Process Improvement Monitoring of System Design, Review & Modification

The district project team will receive annual feedback from evaluators and evaluatees about how the system is working in the on-going effort of continuous process improvement. This data will then be reviewed by Human Resources Services and the project team for further data analysis.

Once examined, should the data show evidence which translates to the enhancement of instructional leadership and student learning effectiveness, modifications will be made prior to the next annual review cycle. These results of the performance evaluations will be collected and used by district teams and schools when developing district and school level improvement plans (SIPs).

SIPs will be reviewed to determine professional development needs of leadership personnel. Survey results will also be used to provide data to make decisions on program and system changes. Appropriate revisions to the district's Master In-Service Plan and Professional Development System Evaluation Protocol will be made to meet the needs at every level of the system – district, school, and educator. Data from the School Improvement Planning process will drive professional development and modifications to the district's PD system.

Assessing the impact of district-provided professional development for leadership will be accomplished by looking at survey results, reviewing inter-rater reliability data and processes, and reviewing reports from our district's learning management evaluation system: Professional Growth Opportunities for Education and Empowering (ProGOE[2]).

Processes for the coordination of evaluation, school improvement, and PD planning, data collection and analysis, and impact monitoring will be included in the development and implementation of the district's Learning Management System pursuant to Section 1006.281 F.S. The process for aligning and sustaining the alignment of all data elements will be embedded in the system to include the district's evaluation indicators and the content of district-provided professional development.

The district project team and Human Resources Services staff will use data provided by the district's Learning Management System to prepare the annual report on the status of the evaluation system implementation. This report will be submitted according to the requirements and schedule set by the Florida Department of Education.

> ▸ Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].

Framework: Leadership Evaluation

A Multi-Dimensional Framework:

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

Indicators within each of the 10 Proficiency Areas are rated as Highly Effective (HE), Effective (E), Needs Improvement (NI) and Unsatisfactory (U). The "Effective" level describes leadership performance that has local impact (i.e. within the school) and meets organizational needs. It is adequate, necessary and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the Florida Principal Leadership Standards (FPLS) require and have made the adjustments and growth necessary to upgrade performance.

The previous rating system of "satisfactory" and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both evaluatees and evaluators should reflect on performance based on the FPLS and the rubrics of the Florida School Leader Assessment (FSLA).

The "Highly Effective" (HE) rating is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" (E) in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with the school improvement/strategic plan process. In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be highly effective as a summative performance level.

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

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

An ILPAS/DILPAS focus group was formed in the first year of implementation of ILPAS/DILPAS, so that district staff could gather important input from principals about implementation of the evaluation systems for both teachers and leaders. During the 2014-15 school year the focus group designated specific indicators that would be the Priority Performance Indicators. Priority Performance Indicators would be worth more points because they were deemed to be the most essential within a proficiency area.

The ratings on the indicators aggregate to a score on the nine (9) Priority Performance Indicators (PPI) on points assigned to each rating (HE = 9 points; E = 6 points; NE = 4 points; U = 1 point). The ratings on the indicators aggregate to a score on the 21 Performance Indicators (PI) on points assigned to each rating (HE = 7 points; E = 4 points; NI = 2 points; U = 1 point). The ratings on the Priority Performance Indicators and the Performance Indicators within the domains aggregate to a domain total using point values assigned.

- ❖ August – October   Review - Administrators develop School Improvement/Strategic Plan
- ❖ September – October   School Improvement/Strategic Plan Conferences
- ❖ October –December   Administrators complete self-assessments
- ❖ December-February   Mid-Term & Mid-Year Conferences
- ❖ January – April   Gathering of Evidence
- ❖ May – June   Evaluation Conferences

Other Guiding Principles

Evaluators will use school improvement/strategic plans for Peer Review Team discussions and other collaborative opportunities.

Self-Assessment results will be used to narrow the focus of the evaluation to 1-3 specific indicators at the mid-year conferences.
Evaluatees will be evaluated on all 4 domains/10 leadership proficiency areas, using the evaluation summary instrument, in May-June.

Evaluators will use the longer rubrics to evaluate progress on areas of focus identified at the mid-term conference.

REFERENCE LIST Illustrative reference lists of works associated with this framework are provided below
MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

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

> ⯈ For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.]

Alignment to the Florida Principal Leadership Standards (FPLS)	
Domain/Standard	**Evaluation Indicators**
Domain 1: Student Achievement:	
1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals.	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	**1.1 Performance Data**
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	**1.1 Performance Data**
2. Student Learning As a Priority: Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	**2.3 Student Performance Focus**
b. Maintains a school climate that supports student engagement in learning;	**2.2 School Climate**
c. Generates high expectations for learning growth by all students; and,	**2.1 High Expectations**
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	**2.1 High Expectations**
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	**3.2 FEAPs**
b. Engages in data analysis for instructional planning and improvement;	**3.3 Learning Goal Alignment**
c. Communicates the relationships among academic standards, effective instruction, and student performance;	**3.4 Curriculum Alignments** **3.6 Faculty Effectiveness**
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	**3.1 Standards Based Instruction**
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	**3.5 Quality Assessments**
4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	**4.3 Facilitating and Leading Professional Learning**
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	**4.1 Feedback Practices**
c. Employs a faculty with the instructional proficiencies needed for the school population served;	**4.2 Recruitment and Retention**
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;	**4.2 Recruitment and Retention**
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	**4.3 Facilitating and Leading Professional Learning**
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	**4.3 Facilitating and Leading Professional Learning**

Domain 2: Instructional Leadership continued	

5. Learning Environment:
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	**5.1 Student Centered**
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	**5.1 Student Centered**
c. Promotes school and classroom practices that validate and value similarities and differences among students;	**5.1 Student Centered**
d. Provides recurring monitoring and feedback on the quality of the learning environment;	**5.2 Success Oriented**
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	**5.2 Success Oriented**
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	**5.3 Achievement Gaps**

Domain 3: Organizational Leadership	

6. Decision Making:
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	**6.1 Prioritization Practices**
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	**6.2 Problem Solving**
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	**6.1 Prioritization Practices**
d. Empowers others and distributes leadership when appropriate; and,	**6.1 Prioritization Practices**
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	**6.3 Technology and Integration**

7. Leadership Development:
Effective school leaders actively cultivate, support, and develop other leaders within the organization.

a. Identifies and cultivates potential and emerging leaders;	**7.3 Leadership Team**
b. Provides evidence of delegation and trust in subordinate leaders;	**7.2 Delegation**
c. Plans for succession management in key positions;	**7.2 Delegation**
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	**7.3 Leadership Team**
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	**7.1 Relationships**

8. School Management:
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	**8.1 Organizational Skills**
b. Establishes appropriate deadlines for him/herself and the entire organization;	**8.1 Organizational Skills**
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	**8.3 Collegial Learning Resources**
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	**8.2 Strategic Instructional Resourcing**

Domain 3: Organizational Leadership continued	
9. Communication: Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	**9.1 Constructive Conversations**
b. Recognizes individuals for effective performance;	**9.2 Recognitions**
c. Communicates student expectations and performance information to students, parents, and community;	**9.1 Constructive Conversations**
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	**9.1 Constructive Conversations**
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	**9.1 Constructive Conversations**
f. Utilizes appropriate technologies for communication and collaboration; and,	**9.1 Constructive Conversations**
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	**9.1 Constructive Conversations**

Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	**10.1 Professional Conduct**
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;	**10.3 Commitment**
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;	**10.3 Commitment**
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	**10.2 Professional Learning**
e. Demonstrates willingness to admit error and learn from it; and,	**10.1 Professional Conduct**
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	**10.2 Professional Learning**

> ⏭ Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].

Florida School Leader Assessment (FSLA)
Leadership Practices

Last Name: _____ **First Name:** _____ **Employee ID:** _____

Evaluator: _____

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

Domain 1: Student Achievement								
Scale Levels:								
Priority Performance Indicators (PPI): 9 point indicators: HE-9 pts.; E-6 pts.; NI-4 pts.; U-1 pt.								
Performance Indicators (PI): 7 point indicators: HE-7 pts.; E-4 pts.; NI-2 pts.; U-1 pt.								

Proficiency Area 1 – Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

Indicator 1.1 – Performance Data	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Proficiency Area 2 – Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.

Indicator 2.1 – High Expectations	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 2.2 – School Climate	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 2.3 – Student Performance Focus	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Domain 1 Total   0

Domain 2: Instructional Leadership								
Scale Levels:								
Priority Performance Indicators (PPI): 9 point indicators: HE-9 pts.; E-6 pts.; NI-4 pts.; U-1 pt.								
Performance Indicators (PI): 7 point indicators: HE-7 pts.; E-4 pts.; NI-2 pts.; U-1 pt.								

Proficiency Area 3 – Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Indicator 3.1 – Standards Based Instruction	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 3.2 – FEAPs	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 3.3 – Learning Goals Alignments	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 3.4 – Curriculum Alignments	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 3.5 – Quality Assessments	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 3.6 – Faculty Effectiveness	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Proficiency Area 4 – Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Indicator 4.1 – Feedback Practices	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 4.2 – Recruitment and Retention	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 4.3 – Facilitating & Leading Professional Learning	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 5.1 – Student Centered	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 5.2 – Success Oriented	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 5.3 – Achievement Gaps	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Domain 2 Total   0

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Domain 3: Organizational Leadership
Scale Levels:
Priority Performance Indicators (PPI): 9 point indicators: HE-9 pts.; E-6 pts.; NI-4 pts.; U-1 pt.
Performance Indicators (PI): 7 point indicators: HE-7 pts.; E-4 pts.; NI-2 pts.; U-1 pt.

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Proficiency Area 6 – Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Indicator 6.1 – Prioritization Practices	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 6.2 – Problem Solving	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 6.3 – Technology Integration	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Proficiency Area 7 – Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders with the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Indicator 7.1 – Relationships	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 7.2 – Delegation	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 7.3 – Leadership Team	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Proficiency Area 8 – School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial cover of everything.

Indicator 8.1 – Organization Skills	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 8.2 – Strategic Instructional Resourcing	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

Indicator 9.1 – Constructive Conversations	9 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 9.2 – Recognitions	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Domain 3 Total   0

Domain 4: Professional and Ethical Behaviors Scale Levels: Priority Performance Indicators (PPI): 7 point indicators: HE-7 pts.; E-4 pts.; NI-2 pts.; U-1 pt. Performance Indicators (PI): 7 point indicators: HE-7 pts.; E-4 pts.; NI-2 pts.; U-1 pt.

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

Indicator 10.1 – Professional Conduct	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 10.2 – Professional Learning	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory
Indicator 10.3 – Commitment	7 pts		Highly Effective		Effective		Needs Improvement		Unsatisfactory

Domain 4 Total   0

Total Possible Points: 57   Total Points Earned: 0

> ⯈ Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

FSLA Process

The Florida School Leader Assessment

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:

- ➢ **Guides to self-reflection** on what's important to success as a school leader

- ➢ **Criteria for making judgments** about proficiency that are consistent among raters

- ➢ **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency

- ➢ **Summative evaluations** of proficiency and determination of performance levels

Step 1: Orientation

Step 2: Pre-Evaluation Planning

Step 3: Initial Meeting Between Evaluatee and Evaluator

Step 4: Monitoring, Data Collection, and Application to Practice

Step 5: Mid-Year Progress Review Between Evaluatee and Evaluator

Step 6: Prepare a Consolidated Performance Assessment

Step 7: Year-end Meeting Between Evaluatee and Evaluator
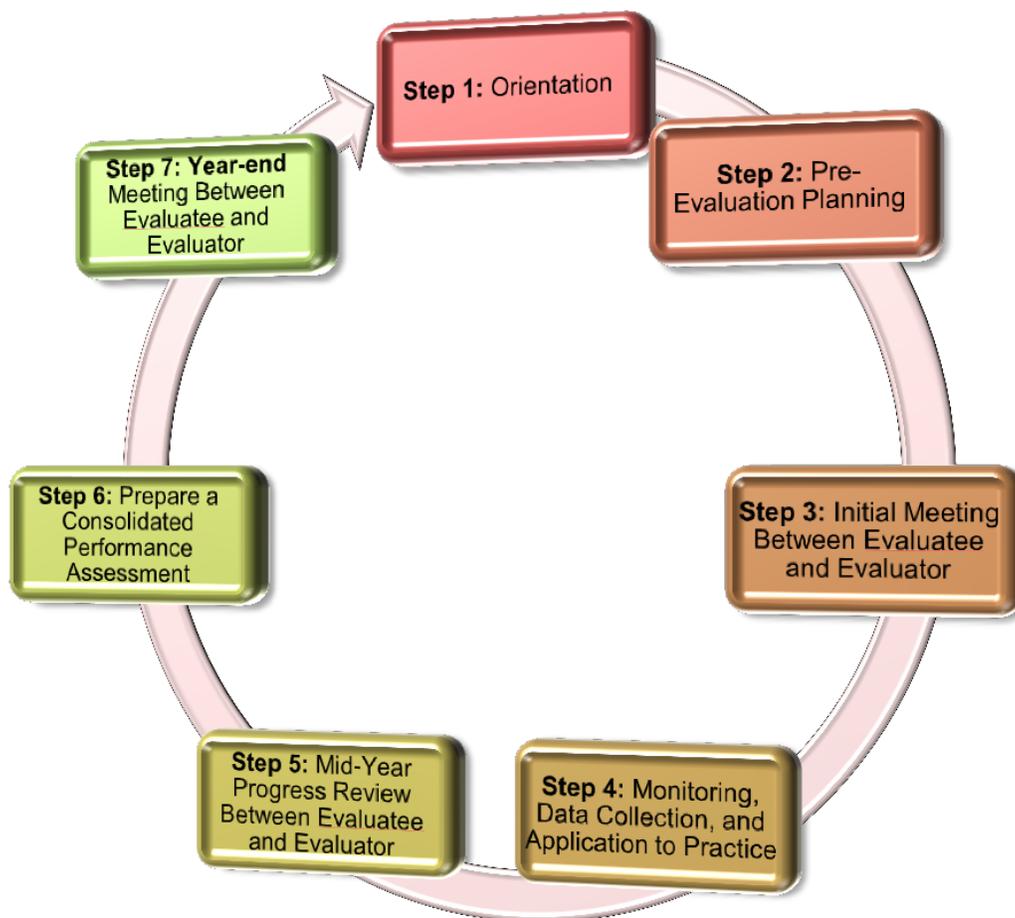
The seven steps of the FSLA are described below:

Step 1: Orientation: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as an administrator. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or refresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
- Evaluatees and evaluators should have access to the content and processes that are subject to the evaluation system. All evaluatees and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each evaluatee is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self- check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the evaluatee and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Evaluatee's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The evaluatee gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the evaluatee and for student achievement issues at the school.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on "expectations" held between evaluatee and evaluator to address the following:
Evaluation processes are reviewed and questions answered.

- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Priority Performance Indicators and Performance Indicators from evaluation system that will be focus issues are identified and discussed.
- Student <u>Academic Performance</u> measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the evaluatee's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- The evaluatee shares with evaluator evidence on practice on which the evaluatee seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on evaluatee's actions or impact of evaluatee's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the evaluatee, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate <u>specific and actionable feedback,</u> it is provided to the evaluatee in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the evaluatee participates may provide specific and actionable feedback for proficiency improvement.

- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The evaluatee is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The evaluatee has completed a self-assessment and is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the evaluatee wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
  o If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if evaluatee was proficient, the evaluatee is provided notice that the indicator(s) will be addressed in a follow-up meeting.
  o The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and evaluatee is asked to provide follow-up data on indicator prior to the year-end conference.
  o The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- FSLA Leadership Practices Form is used to provide feedback on all indicators.
- Progress towards school improvement/strategic plan goals are documented within the Mid-Year Conference Summary

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the evaluatee's evaluation.
- Review evidence on evaluatee's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Implementation of School Improvement/Strategic Plan Score and Student Academic Performance Measures.

- The FSLA score is explained. The evaluatee's growth on the is reviewed and a assigned. The form in the ILPAS/DILPAS Forms section should be used.
- The FSLA Score and Implementation of School Improvement/Strategic Plan Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Academic Performance Measurement score is known, inform the evaluatee how the Leadership Practices score and Student Academic Performance score is known, inform the evaluatee how the Leadership Practice Score and Student Academic Performance Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If Student Academic Performance score is not known, inform evaluatee of possible performance levels based

on known Leadership Practice Score and various <u>Student Academic Performance</u> outcomes.

- If recognitions or employment consequences are possible based on performance level, inform evaluatee of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

These forms provide guidance to evaluatees and evaluators on what is expected regarding each indicator.

The forms provide:

- The text of all Proficiency Areas and FSLA indicators
- Rubrics to distinguish among proficiency levels
    o A generic rubric that applies to each indicator and
    o An indicator specific rubric that applies to the individual indicator
- Narratives to assist in understanding the focus and priorities embedded in the FSLA
- Illustrative examples of Leadership Actions and Impacts on Others of Leadership Action that assist in understanding how the issue(s) in an indicator are observed "on the job".
- Reflection questions to guide personal growth

Domain 1 - Student Achievement

Narrative: Student achievement results in the student academic performance measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

Priority Performance Indicator 1.1 – Performance Data: The leader demonstrates the use of performance data to make instructional leadership decisions and demonstrates planning and goal setting to improve student achievement results. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and, 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.

Narrative: The indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric for Priority Performance Indicator 1.1 – Performance Data

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making. Every faculty meeting and staff development forum is focused on student achievement and Florida Standards including periodic reviews of student work. The leader can articulate which Florida Standards are designated for implementation in multiple courses.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions. The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions. Florida Standards are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students. Assignments and activities in most, but not all courses relate to the standards in the course descriptions	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. Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions. Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator. • School leader extracts data on Florida Standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. • Lesson plans are monitored for alignment with correct standards. • Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, unit design, priority standards, evidence/assessment, learning plans and tracking student progress. • Florida Standards shared by multiple courses are identified	• Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator. • School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. • Unit designs/Lesson plans are monitored for alignment with correct standards. • Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. • Florida Standards shared by multiple courses are identified and teachers with shared Florida Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards.

and teachers with shared Florida Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 1.1 – Performance Data

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.

Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:
- Supports for personal mastery of each person's job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

Priority Performance Indicator 2.1 – High Expectations: The leader generates high expectations for learning growth by all students. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. "Every child can learn" takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Rating Rubric for Priority Performance Indicator 2.1 – High Expectations

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

The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.

The leader benchmarks expectations to the performance of the state, nation, and world's highest performing schools.

The leader creates systems and approaches to monitor the level of academic expectations.

The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.

The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.

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. | The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.

The leader ensures that students are consistently learning, respectful, and on task.

The leader sets clear expectations for student academics and establishing consistent practices across classrooms.

The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.

The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning and closing learning performance gaps among student subgroups within the school. | The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations.

The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.

The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school. | The leader does not create or support high academic expectations by accepting poor academic performance.

The leader fails to set high expectations or sets unrealistic or unattainable goals.

Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.

There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization. Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of 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. |
| **Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following: | | **Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following: | |
| • School Improvement Plan targets meaningful growth beyond what normal variation might provide.
• Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed.
• Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations.
• Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for "raising the bar". | | • Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes.
• Learning goals routinely identify performance levels above the targeted implementation level.
• Teachers can attest to the leader's support for setting high academic expectations.
• Students can attest to the teacher's high academic expectations.
• Parents can attest to the teacher's high academic expectations.
• Other impact evidence of proficiency on this indicator. | |

• Other leadership evidence of proficiency on this indicator. • Principal's support for team learning processes focused on student learning is evident throughout the school year. • Principal's team learning processes are focused on student learning. • Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues. • School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement. • The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. • Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students. • Other leadership evidence of proficiency on this indicator.	• Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school. • Professional learning actions by faculty address performance gaps among student subgroups within the school. • Performance gaps among student subgroups within the school show improvement trends. • Faculty, department, team, and cross-curricular meetings focus on student learning. • Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues. • Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives. • There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened. • Teacher or student questionnaire results address learning organization's essential elements. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 2.1 – High Expectations

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

Performance Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: "Climate" at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric for Performance Indicator 2.2 – School Climate

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

The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school. Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty. The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students. School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students. Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.	Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs. The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups. The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.	Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate. Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed. • There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. • The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. • The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate. • Other leadership evidence of proficiency on this indicator.		• Classroom rules and posted procedures stress positive expectations and not just "do nots." • All student subgroups participate in school events and activities. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning. • Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning. • The availability of and student participation in academic supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one)* Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.			
[ ] Highly Effective	[ ] Effective	[ ] Needs Improvement	[ ] Unsatisfactory

Reflection Questions for Performance Indicator 2.2 – School Climate

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?	What strategies have you considered that would ensure 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? How could you share with your colleagues across the district the successes (or failures) of your efforts?	How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?	What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?

Performance Indicator 2.3 – Present Student Performance Focus: The leader demonstrates understanding of levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards. Enables faculty and staff to work as a system focused on student learning.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric for Performance Indicator 2.3 – Student Performance Focus

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

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities." • Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student academic performance on learning priorities. • Teacher schedule changes are based on student data. • Curriculum materials changes are based on student data. • Other leadership evidence of proficiency on this indicator.	• Faculty track student progress practices. • Students track their own progress on learning goals. • Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*
[ ] Highly Effective　　　　[ ] Effective　　　　[ ] Needs Improvement　　　　[ ] Unsatisfactory

Reflection Questions for Performance Indicator 2.3 – Student Performance Focus

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi- annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning academic performance. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Proficiency Area 3 – Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

Priority Performance Indicator 3.1 – Standards-Based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards in a manner that is rigorous and culturally relevant to the students by:
- aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and
- communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance
- 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

Narrative: Florida's plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader's proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state's academic standards. The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research- based strategies, rigorous, culturally relevant,) on the "right stuff" (the state standards adapted based on data about student needs).

Note: Course descriptions and the standards for each course may be explored at **www.floridastandards.org**.

Rating Rubric for Priority Performance Indicator 3.1 – Standards-Based Instruction

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.

The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.

Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.

The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student academic performance. | Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.

Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.

The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.

Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course. | Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.

Instruction is aligned with the standards in some courses.

Instruction is delivered in a rigorous manner in some courses.

Instruction is culturally relevant for some students.

The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner. | There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.

The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.

The leader does not know and/or chooses not to interact with staff about teaching using research- based instructional strategies to obtain high levels of achievement for all students. |
| **Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following: | | **Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following: | |
| • The leader's faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards.
• School Improvement Plan goals and actions are linked to targeted academic standards.
• The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean.
• Monitoring documents indicate frequent review of research- based instructional practices regarding alignment, | | • Faculty members routinely access or provide evidence of using content from www.floridastandards.org
• Faculty has and makes use of the list of standards associated with their course(s).
• Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students.
• Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses.
• Teachers attest to the leader's efforts to preserve | |

rigor and cultural relevance. • Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. • School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. • Other leadership evidence of proficiency on this indicator.	instructional time for standards-based instruction. • Teachers attest to the leader's frequent monitoring of research- based instructional practices and application of those practices in pursuit of student progress on the course standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 3.1 – Standards-Based Instruction

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

Performance Indicator 3.2 – FEAPs: The leader aligns the school's instructional programs and the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida's common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Performance Indicator 3.2 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at
http://www.floridaschoolleaders.org.

Rating Rubric for Performance Indicator 3.2 - FEAPs

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

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language. • School improvement documents reflect concepts from the FEAPs and common language. • The leader can articulate the instructional practices set forth in the FEAPs. • Faculty meetings focus on issues related to the FEAPs. • The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs. • The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references. • Other leadership evidence of proficiency on this indicator.	• Teachers are conversant with the content of the FEAPs. • Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs. • Teachers use the common language and attribute their use to the leader providing access to the online resources. • School level support programs for new hires include training on the FEAPs. • FEAPs brochures and excerpts from the common language are readily accessible to faculty. • Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs. • Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications. • Other impact evidence of proficiency on this indicator.

Reflection Questions for Performance Indicator 3.2 – FEAPs

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

Performance Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards. Engages in data analysis for instructional planning and improvement.

Narrative: "Learning goals" is a high-effect size strategy that uses scales or progressive levels to monitor student academic performance on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates "scales" or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader's proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at: **www.floridastandards.org**, **www.floridaschoolleaders.org**, and **www.startwithsuccess.org**.

Rating Rubric for Performance Indicator 3.3 – Learning Goals Alignments

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.

Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.

The leader routinely shares examples of effective learning goals that are associated with improved student | Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide.

Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.

The formats or templates used | Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses.

Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.

Learning goals tend to be expressed at levels of text complexity not accessible by | 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 not aligned to state standards in the course description.

The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of |

achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.	to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students. Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.	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.	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.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress. • The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy. • Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. • Leader's communications to students provide evidence of support of students making progress on learning goals. • Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. • Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success. • Other leadership evidence of proficiency on this indicator.	• Learning goals with scales being employed and adapt them based on student success rates. • Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. • Teacher documents prepared for parent information make clear the targeted learning goals for the students. • Students are able to express their learning goals during walkthroughs or classroom observations. • Students are able to explain the relationship between current activities and assignments and priory learning goals. • Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression • Methods of both teachers and students tracking student progress toward learning goals are evident. • Celebrations of student success include reflections by teachers and students on the reasons for the success • Teachers can identify the learning goals that result in the high levels of student learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

   [ ] Highly Effective   **[ ] Effective**   **[ ] Needs Improvement**   **[ ] Unsatisfactory**

Reflection Questions for Performance Indicator 3.3 – Learning Goals Alignment

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Performance Indicator 3.4 – Curriculum Alignments: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught. Communicates the relationships among academic standards, effective instruction, and student performance.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

Rating Rubric for Performance Indicator 3.4 – Curriculum Alignments

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.

The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.

Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards. | Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.

Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.

Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards. | Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.

Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.

Curriculum resources aligned to state standards by text publishers/developers are used school 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. | There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions. |
| **Leadership Evidence** of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | | **Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | |
| • Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook.
• School procedures for acquisition of instructional materials include assessment of their usefulness in helping students' master state standards and include processes to address gaps or misalignments.
• Course descriptions play a larger role in focusing course | | • Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description.
• Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards.
• Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than | |

content than do test item specification documents.	coverage of chapters in a text.
• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description. • Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content. • Standards at various levels of implementation. • NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials. • Other leadership evidence of proficiency on this indicator.	• Documents can be presented that inform of the alignment between curriculum resources and standards for the course. • Teachers can identify supplementary material used to deepen student mastery of standards. • Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters. • Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. • Results on student academic performance measures show steady improvements in student learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 3.4 - Curriculum Alignments

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

Performance Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs "assessment literacy" to address these questions. Where indicator 1.2 addresses the leader's proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric for Performance Indicator 3.5 – Quality Assessments

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

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards • Samples of written feedback provided to teachers regarding effective assessment practices. • Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. • Assessment rubrics are being used by the school. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe interactions with the leader where effective assessment practices are promoted. • Teachers' assessments are focused on student progress on the standards of the course. • Teachers attest to the leader's efforts to apply knowledge and skills of effective assessment practices. • Teachers can provide assessments that are directly aligned with course standard. • Teachers attest to the leader's frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. • Documents are in use that informs teachers of the alignment between standards and assessments. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective	[ ] Effective	[ ] Needs Improvement	[ ] Unsatisfactory

Reflection Questions for Performance Indicator 3.5 – Quality Assessments

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data? What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty? How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement? In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?	How are you expanding your knowledge and/or skills of assessment literacy and data analysis? What strategies have you considered that would increase your interaction with staff concerning assessments? How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?

Performance Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency. The leader monitors faculty to ensure teachers' understanding of the relationships among academic standards, effective instruction, and student performance.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader's monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district's teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.2 - FEAPs is focused on the leader's grasp of the FEAPs whereas this indicator focuses on monitoring the faculties' grasp of the FEAPs. Indicator 4.1 – Feedback Practices is focused on the leader's use of monitoring data to provide timely feedback.

Rating Rubric for Performance Indicator 3.6 – Faculty Effectiveness

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

		monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	
The leader shares productive monitoring methods with other school leaders to support district wide improvements.	The leader's monitoring practices are consistently implemented in a supportive and constructive manner.		

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Schedules for classroom observation document monitoring of faculty. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices. • Agendas for meetings address faculty proficiency issues arising from the monitoring process. • The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies. • Leadership team agendas or memoranda focused on issues arising from monitoring. • Principal's resource allocation actions are adjusted based on monitoring data. • Other leadership evidence of proficiency on this indicator.	• The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring. • Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. • Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher's classroom to meet student needs. • Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 3.6 – Faculty Effectiveness

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency? How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?	How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?	How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?	How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?

Proficiency Area 4: Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from "what is the current reality" of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

Priority Performance Indicator 4.1 – Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides, timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction. The leader provides timely and actionable feedback to faculty about student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.

Narrative: Where indicator 3.6 – Faculty Effectiveness focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric for Priority Performance Indicator 4.1 – Feedback Practices

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency. The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback Is not timely or not focused on priority improvement needs. The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.	There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. Informal feedback is rare, nonspecific, and not constructive.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice. • Samples of written feedback provided teachers regarding prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff. • The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning		• Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback.	

• School improvement plan reflects monitoring data analyses. • Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on instructional practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator.	• Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback. • Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective** [ ] **Effective** [ ] **Needs Improvement** [ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 4.1 – Feedback Practices

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused and constructive feedback support teachers in improving their instructional practice?

Performance Indicator 4.2 – Recruitment and Retention: **The leader employees a faculty with the instructional proficiencies and cultural understanding needed for the school population served. 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.**

Narrative: The focus of this indicator is on the leader's actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

Rating Rubric for Performance Indicator 4.2 – Recruitment and Retention

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their	The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that	The leader relies on the district office to post notices of vacancies and identify potential applicants. Efforts to identify replacements tend to be slow and come after other schools have made selections. Interview processes are disorganized, not focused on the school's needs, and do not	The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.

		improve from year to year.	
most effective teachers. Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.	helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized. A hiring process is clearly communicated including how staff is involved.		No coherent plan or process is employed to encourage quality staff to remain on the faculty.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies. • Samples of hiring documents (e.g., posting notices, interview questions with look/listen for's) that identify highly desirable instructional proficiencies needed in teacher applicants. • Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes. • The leader has an established record of retaining effective and highly effective teachers on the staff. • The leader has a systematic process for selecting new hires and reviews that process for its impact on faculty effectiveness. • Programs for new and transfer teachers that promote adjustment to the school culture and instructional responsibilities is provided. • Evidence that the leader has shared successful hiring practices with other administrators and colleagues within the district.	• Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served. • Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process. • Teacher leaders are involved in monitoring staffing needs and providing input to the leader. • Teachers new to the school can describe effective induction processes that had a positive impact on their adjustment to the school. • Teacher leaders (e.g. department heads, team leaders) can describe the instructional capacities needed in finding candidates to fill vacancies on the faculty. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 4.2 – Recruitment and Retention

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What can be done to encourage quality teachers to stay with your school and quality applicants to seek to join the faculty?	What connections do you have to reach potential applicants other that the districts personnel office?	Have you gathered data about why teachers choose to leave your faculty? What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	At what point in the school year do you check on staff retention and estimate future staffing needs? In what ways are professional learning opportunities linked to individual faculty needs?

Performance Indicator 4.3 – Facilitating and Leading Professional Learning: The leader organization, operations, and facilities to provide the faculty what quality resources and time for and collaborative learning on priority professional goals throughout the school year. 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. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Narrative: Performance Indicator 4.3 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

Rating Rubric for Performance Indicator 4.3 – Facilitating and Leading Professional Learning

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

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.

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.

The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.

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.

The leader routinely shares professional learning opportunities with other | 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.

The leader removes barriers to time for professional learning and provides needed resources as a priority.

Participation in specific professional learning that 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.

Includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members.

The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty | 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.

Time for professional learning is provided but is not a consistent priority.

Minimal effort expended to assess the impact of professional learning on instructional proficiency.

Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.

The leader attempts to implement all of the priority instructional needs without a plan for doing so.

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. | Focused professional development on priority learning needs is not operational.

Few faculty members have opportunities to engage in collegial professional development processes on the campus.

Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.

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. |

schools, departments, districts, and organizations.	members.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development. • Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. • Schedules provide evidence of recurring time allocated for professional learning. • Technology is used to provide easy and recurring access to professional learning. • Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator. • Documentation that professional learning is determined on the basis of student achievement and teacher competency data. • Evidence that professional learning includes culturally relevant instructional practices. • Faculty meetings focus on professional learning.		• Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement. • Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus. • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning. • Information on the availability of professional learning is easily accessible for faculty. • Other impact evidence of proficiency on this indicator. • Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs. • Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective   **[ ] Effective**   **[ ] Needs Improvement**   **[ ] Unsatisfactory**

Reflection Questions for Performance Indicator 4.3 – Facilitating & Leading Professional Learning

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide 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?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?

Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student's experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

Priority Performance Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and building a foundation for a fulfilling life in a democratic society and global economy. Promotes school and classroom practices that validate and value similarities and differences among students. Provides recurring monitoring and feedback on the quality of the learning environment. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric for Priority Performance Indicator 5.1 – Student Centered

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation. The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in	The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation. The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students. The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the	The leader provides limited evidence that they create a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement. The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.	The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. Does not collect data on curricular and extra-curricular student involvement. The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate. Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.

all classes.	leader and faculty.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Documents that establish safe, respectful, and inclusive school- wide common expectations for students and staff. • Agendas, meeting minutes, etc., show recurring attention to student needs. • The leader's documents reveal a pattern of examining student opportunities for achieving success • Leader has procedures for students to express needs and concerns direct to the leader. • The leader provides programs and supports for student not making adequate progress. • School policies, practices, procedures are designed to address student needs. • Other leadership evidence of proficiency on this indicator. • Documents that support the use of diversity as an asset in the development and implementation of procedures and practices. • Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly. • Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. • School policies, practices, procedures that validate and value similarities and differences among students. • The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth.		• Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. • Student questionnaire results reflect satisfaction with school attention to student needs and interests. • Counseling services and safe school programs (e.g. anti-bullying") are implemented. • Tutorial processes are provided and easily accessible by students. • Teachers receive training on adapting instruction to student needs. • Extended day or weekend programs focused on student academic needs are operational and monitored • Parent questionnaire results reflect satisfaction with schools attention to student needs and interests. • Other impact evidence of proficiency on this indicator. • Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students. • Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. • Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors. • The school provides an interactive website for students, parents, and the community designed to be "user friendly" and sensitive to diversity issues in the community, providing information of interest to various segments of the school community.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**	[ ] **Effective**	[ ] **Needs Improvement**	[ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 5.1 – Student Centered

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

Performance Indicator 5.2 - Success Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric for Performance Indicator 5.2 – Success Oriented

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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). Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring). Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs. Skillful problem solving to ensure staff have adequate	Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students. Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success. Most grades and subject track student learning academic performance on priority instructional targets. MTSS operational across the grades and subjects.	Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students. Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. MTSS operational in some classes.	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.

time and support, and effectively monitoring teacher's effective use of research-based instruction.			

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agendas, memorandum, and other documents provide direction on implementation of MTSS. • Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. • The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters, announcements, websites, social media and face- to-face exchanges). • Leader solicits student input on processes that support or hamper their success. • Leader does surveys and other data collections that assess school conditions that impact student well-being. • Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success. • Other leadership evidence of proficiency on this indicator.	• Teachers' records reveal data-based interventions and progress monitoring. • Teacher-directed celebrations of student success identify causes of success. • Supplemental supports are provided in classes. • Faculty and student describe the leader as one who is genuinely committed to student success in school and life. • Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized. • Teacher and student tracking of progress results in data on student success. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

   [ ] Highly Effective   **[ ] Effective**   **[ ] Needs Improvement**   **[ ] Unsatisfactory**

Reflection Questions for Performance Indicator 5.2 – Success Oriented

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports? How do you share effective continuous progress practices with other school leaders?	How do you enable teachers proficient at MTSS to share the process with other teachers? What continuous progress practices should be shared with the entire faculty?	How do you monitor instructional practice to assess the quality of implementation of MTSS? How do you monitor the impact of targeted supplemental supports? What barriers to student success are not being addressed in your school?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?

Performance Indicator 5.3 – Achievement Gaps: The leader 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 associated with student subgroups within the school.

Narrative: Performance Indicator 5.3 - Achievement Gaps focuses on academic performance of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

Rating Rubric for Performance Indicator 5.3 – Achievement Gaps

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

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader uses statistical analyses identifying academic needs of sub-group members. • Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. • Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning performance by sub-group students. • The leader develops school policies, practices, procedures that validate and value similarities and differences among students. • Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement. • The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations. • Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps. • Other leadership evidence of proficiency on this indicator.	• Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement those goals to impact individual students. • Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations. • Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels. • English language learners, and students with disabilities • Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement. • Lesson study groups focused on improving lessons to impact achievement gap. • Other impact evidence of proficiency on this indicator.

Reflection Questions for Performance Indicator 5.3 – Achievement Gaps

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision making process that is based on vision, mission, and improvement priorities, using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

Priority Performance Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency alignment of decisions with school vision, mission, and improvement priorities. Evaluates decisions for effectiveness, equity, intended and actual outcome. Implements follow-up actions and revises as needed. Empowers others and distributes leadership when appropriate.

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

Rating Rubric for Priority Performance Indicator 6.1 – Prioritization Practices

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.	The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development.	The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.	The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.
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.	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.	The leader produces limited evidence that the school's vision and mission impacts decision making.	The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.
Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.	The leader has a record of evaluating and revising decisions based on new data.	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.	Decisions adverse to student academic performance and/or faculty development are made.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data.	Review of decision and follow-up actions are consistently timely.		There is little or no evidence of reflection and reevaluation of previous decisions.
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.	The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.	Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.	Sub-ordinate leaders are not encouraged to evaluate prior decisions.
There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader supports the decisions made as part of the collective decision-making process.		There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.
Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.	Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.	Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.	The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).
The leader encourages staff members to accept leadership responsibilities outside of the school building.			
The leader incorporates teacher and support staff into leadership and decision-making roles in the school in			

ways that foster the career development of participating teachers.			

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The school's vision and mission statement developed under this leader is focused on student academic performance and improving faculty proficiency. • Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth. • Documents showing the development and modification of teacher and student schedules are based on data about student needs. • Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues. Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency. • Other leadership evidence of proficiency on this indicator. • Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Principal's work schedule reflects time for monitoring the implementation of priority decisions. • Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what. • School improvement plan process reflects involvement by a variety of parties. • Evidence of shared decision-making and distributed leadership is present in leader's memorandums, e-mails, and other communications. • Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements. • Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning. • Team and department meeting minutes reflect student learning and faculty proficiency as priority issues. • Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency, learning, and faculty growth. • Office staff handles routine events to protect leader's time for instructional and faculty development issues. • Other impact evidence of proficiency on this indicator. • Principal's secretary prioritizes mail based on relation to student • Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator. • Sub-ordinate leaders and teacher leaders report meaningful roles in decision making. • Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making. • Teachers are able to identify which colleagues have a leadership or decision making role in any given issue. • Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**	[ ] **Effective**	[ ] **Needs Improvement**	[ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 6.1 – Prioritization Practices

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system? How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans? How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert? Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?	How should your awareness of learning, teaching, and student development inform decisions? How might you better align your decisions with the vision and mission of your school?

Performance Indicator 6.2 – Problem Solving: The leader uses critical thinking and data based techniques to define problems and identify solutions.

Narrative: Problem solving is an essential support to decision making. The leader's skill in using thinking skills and data to define problems and identify solutions is the focus here.

Rating Rubric for Performance Indicator 6.2 – Problem Solving

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

for further work.			

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented. • A well-established problem-solving process can be described by the leader. • Data records reveal the range of problems addressed and after-implementation data collections. • Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented. • Other leadership evidence of proficiency on this indicator.	• Teachers can personally attest to the problem-solving skills of the leader. • Teachers report a high degree of satisfaction with the problem-solving process established by the leader. • Teacher and/or students describe participating in problem solving led by the school leader. • Multi-tiered System of Supports (MTSS) is fully operational in classrooms. • Sub-ordinate leaders are engaged in data-based problem solving. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 6.2 – Problem Solving

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

Performance Indicator 6.3 – Technology Integration: The leader employs effective technology integration to enhance decision making communication and efficiency throughout the school. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general "pro-technology" standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader's use of technology to improve decision-making processes in several priority areas.

Rating Rubric for Performance Indicator 6.3 – Technology Integration

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process. The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports	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	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	There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration. Decision making is not supported by a well-understood system of procedures to identify

needed to enhance decision-making quality.	and distributed leadership. Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.	prioritization, problem solving, decision evaluation and distributed leadership.	problems and generate solutions. Technology integration does not support data exchanges, project management, and feedback processes.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• School improvement plan reflects technology integration as a support in improvement plans. • Leader has a technology integration plan used to provide technology supports to the degree possible with available resources. • School website provides stakeholders with information about and access to the leader. • Technology tools are used to aid in data collection and analyses and distribution of data findings. • Evidence that shared decision-making and distributed leadership is supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator.		• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process. • Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. • PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made. • Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 6.3 – Technology Integration

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for integrating new technology so that faculty and students are keeping pace with the communications and thinking supports used in the emerging global economy?	How might you increase the range and scope of technology integration to support communications and information acquisition processes used by faculty and staff? How might the technology improve the quality of decisions at your school?	Under what circumstances would you be willing to support increased use of technology to support efficiency in communication and decision-making processes? How might you use the function of delegation to empower staff and faculty at your school to make more	What factors prevent you from supporting technology integration?

Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Narrative: This proficiency area aligns to Standard 7 Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Priority Performance Indicator 7.1 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric for Priority Performance Indicator 7.1 - Relationships

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

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders. • Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school. • Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school. • Other leadership evidence of proficiency on this indicator.	• Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective	[ ] Effective	[ ] Needs Improvement	[ ] Unsatisfactory

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

Performance Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure. Plans for succession management in key positions. Provides evidence of delegation and trust in subordinate leaders.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric for Performance Indicator 7.2 - Delegation

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership. In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility. Central office personnel rely upon this leader to share highly successful succession	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business. The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified. In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps. Based on an analysis of these gaps, the leader develops and uses programs and strategies	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. Clarity of the scope of delegated authority is inconsistent from one delegation to another. Actions taken by those to who tasks are delegated are sometimes overruled without explanation. Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented. The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps. Little to no effort on the part of the leader is made to increase the competency level	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. If delegation has occurred there is a lack of clarify on what was to be accomplished or what resources were available to carry out delegated tasks. The leader takes little or no actions to establish a plan for succession management. Staff are hired to fill vacancies in key positions who do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.

planning practices with other leaders throughout the district.	for smooth succession including temporary strategies for getting work done during vacancy periods.	of the potential successor leaders within the faculty or such efforts are limited in scope.	

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do. • Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort. • Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty. • Other leadership evidence of proficiency on this indicator. • Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities. • The leader has processes to monitor potential staff departures. • The leader accesses district applicant pools to review options as soon as district processes permit. • Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles. • Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles. • A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community.	• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegates' appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator. • Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future. • Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions. • Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences. • Teachers can describe transparent processes for being considered for leadership positions within the school. • Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**	[ ] **Effective**	[ ] **Needs Improvement**	[ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 7.2 - Delegation

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Performance Indicator 7.3 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals. Identifies and cultivates potential and emerging leaders. Promotes teacher-leadership functions focused on instructional proficiency and student learning.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

Rating Rubric for Performance Indicator 7.3 – Leadership Team

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

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student academic performance, and faculty development. • The leader's communications to faculty and stakeholders reflect recognition of the leadership team. • Other leadership evidence of proficiency on this indicator. • Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student academic performance, and faculty development. • The leader's communications to faculty and stakeholders reflect recognition of the leadership team. • Other leadership evidence of proficiency on this indicator.	• Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. • Teachers at the school report that leadership development is supported and encouraged. • Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership. • Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 7.3 – Leadership Team

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities? How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?	How have you designed the school improvement process to develop leadership capacity from existing faculty? What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?	What process do you employ to encourage participation in leadership development? When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?	What process is available to you that help you screen and develop potential leaders? How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?

Proficiency Area 8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Narrative: This proficiency area aligns with Standard 8. A school is an "organization." School leaders manage implementation of many rules, regulations, and policies. However, the "organization" is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

Priority Performance Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff. Organizes time, tasks and projects effectively with clear objectives and coherent plans. Establishes appropriate deadlines for him/herself and the entire organization.

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

Rating Rubric Priority Performance Indicator 8.1 – Organizational Skills

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build system thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.	Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.	Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget. The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.	There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• Examples of projects that have been adjusted based on the input from a variety of sources. • Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance. • Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities.		• Reports that require teacher input are submitted on time and in compliance with expectations. • Sub-ordinate leaders' records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks.	

• School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress. • Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks. • School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?) • Examples of "systems planning tools" (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time. • Tasks and reports for parties outside the school are monitored for timely completion. • Other leadership evidence of proficiency on this indicator.	• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates. • Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning. • School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations. • Teachers are aware of time and task management processes and contribute data to them. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**　　　　[ ] **Effective**　　　　[ ] **Needs Improvement**　　　　[ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 8.1 – Organizational Skills

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.? Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?	To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks? How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?	How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school? How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?	What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources? How to you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?

Performance Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric for Performance Indicator 8.2 – Strategic Instructional Resourcing

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using the budget to focus resources on school improvement priorities. Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination. The leader makes minimal attempts to secure added resources.	The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• School financial information shows alignment of spending with instructional needs. • Documents are provided to faculty that indicate clear protocols for accessing school resources. • School Improvement Plan and spending plans are aligned. • Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator.		• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. • Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs. • Teachers can describe the process for accessing and spending money in support of instructional priorities. • Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 8.2 – Strategic Instructional Resources

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Performance Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

Rating Rubric for Performance Indicator 8.3 – Collegial Learning Resources

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development. Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs. The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.	The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development. School fiscal resources are allocated to support collegial processes and faculty development. Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.	The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development. There is a lack of sustained and focused resource allocation on these issues.	The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• School financial information identifies resources employed in support of collegial learning. • Procedures for collegial groups to reserve rooms for meetings are provided to all faculty. • Protocol for accessing school resources to support collegial learning needs. • School Improvement Plan reflects role(s) of collegial learning teams. • Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice. • Master schedules are modified to promote collegial use through common planning times. • Other leadership evidence of proficiency on this indicator.		• Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement. • Lesson study groups, PLC's, and other forms of collegial learning teams are operational. • School-wide teacher questionnaire results reflect teacher participation in collegial learning groups. • Teachers' professional learning plans incorporate participation in collegial learning. • Department, team, or grade level meetings devote a majority of their time to collegial learning processes. • Other impact evidence of proficiency on this indicator.	

Reflection Questions for Performance Indicator 8.3 – Collegial Learning Resources

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- ☐ Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- ☐ Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
- ☐ Recognizing individuals for good work; and maintaining high visibility at school and in the community.

Narrative: The "voice of the school" represents a core set of communication processes that shape perceptions about the school – the leader's communications central among them. The leader must manage the "voice of the school" so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

Priority Performance Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues and school goals. Actively listens to and learns from students, staff, parents, and community stakeholders. Communicates student expectations and performance information to students, parents, and community. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. Utilizes appropriate technologies for communication and collaboration. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Narrative: Skillful "speaking" is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader's task.

Rating Rubric for Priority Performance Indicator 9.1 – Constructive Conversations

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students. There is evidence of the leader making use of what was learned in constructive conversations with others in the leader's subsequent actions, presentations, and adjustments to actions. Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals. The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/ feedback and to inform instructional and leadership practices. The leader systematically communicates with diverse stakeholders about high achievement for all students. The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures. Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	The leader's involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader "reaching out." The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices. The leader's communications with stakeholders about high achievement for all students are not carefully planned and implemented. Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues. Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented. Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	The leader's visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school. The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices. The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement. Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form. The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff. Uses terms in the Florida common language of instruction incorrectly thus misguiding others.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Samples of communication methods used by the leader. • A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty. • A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts. • Evidence of opportunities for families to provide feedback about students' educational experiences.		• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of	

• Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities). • Leader writes articles for school or community newspapers. • Leader makes presentations at PTSA or community organizations. • Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues. • The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts. • Other leadership evidence of proficiency on this indicator. • Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals. • School safety and behavioral expectations are accessible to all. • Dissemination of clear norms and ground rules for standards- based instruction and Multi-tiered System of Supports (MTSS) is provided. • School Improvement Plan is based on clear actionable goals. • Leader is able to access Florida's common language of instruction via online resources.	methods of communication to describe expectations and seek input/feedback. • Local newspaper articles report involvement of school leader and faculty in school improvement actions. • Letters and e-mails from stakeholders reflect exchanges on important issues. • Other impact evidence of proficiency on this indicator. • Faculty routinely access CPALMS to align course content with state standards. • Staff survey results reflect awareness and understanding of priority goals and expectations. • Parent survey results reflect understanding of the priority academic improvement goals of the school. • Parents' communications to the school reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • Student survey results reflect understanding of goals and expectations that apply to the students. • Sub-ordinate leaders use Florida's common language of instruction.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 9.1 – Constructive Conversations

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?	What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?	How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community? What might be some of the things you are taking away from this experience that will influence your communication practice in the future?	How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?

Performance Indicator 9.2 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance. Recognizes individuals for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than "good job." It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others "by what methods" they may do the same.

Rating Rubric for Performance Indicator 9.2 - Recognitions

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation is such recognitions.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Faculty meeting agendas routinely include recognitions of progress and success on goals. • Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared. • Samples of recognition criteria and reward structures are utilized. • Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria. • Communications to community groups are arranged recognizing student, faculty, and school accomplishments. • Other leadership evidence of proficiency on this indicator.		• Teachers attest to the leader's recognition of them as individuals and as team members. • Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements. • Teachers report that the leader uses a combination of methods to promote the accomplishments of the school. • Students report both formal and informal acknowledgements of their academic performance. • Bulletin boards or other media display evidence of student academic performance. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 9.2 – Recognitions

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	In what ways are you utilizing the recognition of failure as an opportunity to improve? How do you enable those that make progress to share "by what method" they did so?	How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice? What do you want to be most aware of as you make future plans in this area?	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

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

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, School Improvement Implementation, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

Priority Performance Indicator 10.1 – Professional Conduct: The leader adheres to the Code of Ethics of the Education Profession in Florida and to the Principles of Professional Conduct for the Education Profession (Rules 6B-1.006, F.A.C.) and demonstrates commitment to the well-being of the school and the district. 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. Demonstrates willingness to admit error and learn from it. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric for Priority Performance Indicator 10.1 – Professional Conduct

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same	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	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	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.

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. The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result. The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization. The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.	democratic citizenship. The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct. The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision. The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Non-defensive attitude exists in accepting feedback and discussing errors and failures. There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input. Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	addressed and leadership efforts to understand and address those needs is not evident. The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida. The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering. Some evidence of learning from mistakes is present. The leader tolerates dissent, but there is very little of it in public. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner. The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions. The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes. The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult. Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy. No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.		• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. • Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community. • Parent or student questionnaire results. • Other impact evidence of proficiency on this indicator. • Faculty, staff, parents, and community members express	

- School improvement plan's focus on student success and evidence of actions taken to accomplish such plans.
- School safety and behavioral expectations promoted by the leader for the benefit of students.
- Other leadership evidence of proficiency on this indicator.
- The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.
- 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 demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions.
- The leader recognizes and rewards thoughtful dissent.
- The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.
- The leader offers evidence of learning from dissenting views
- Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights).
- The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives.

perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented.
- Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization.
- The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding.
- Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity.
- Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts.
- Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth.
- Faculty and staff describe the school leader as unwavering in commitment to raising student achievement.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Priority Performance Indicator 10.1 – Professional Conduct

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide 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?	In what ways are you demonstrating that you abide 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?

Priority Performance Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. Engages in professional learning that improves professional practice in alignment with the needs of the school system. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. Indicator 10.2 is focused on the impact of the leader's professional learning – does the leader's learning result in improved performance?

Rating Rubric for Performance Indicator 10.2 – Professional Learning

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Performance improvements linked to professional learning are shared with other leaders thus expanding impact.

The leader approaches every professional learning opportunity with a view toward multidimensional impact.

Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.

Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.

The leader provides evidence of leverage, applying each learning opportunity throughout the organization.

This leader creates forms, checklists, self- assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. | The leader routinely shows improvement in areas where professional learning was implemented.

The leader engages in professional learning that is directly linked to organizational needs.

The priority is given to building on personal leadership strengths.

The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.

The leader personally attends and actively participates in the professional learning required of teachers.

There is clear evidence of the actual application of personal learning in the organization.

Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization. | The leader demonstrates some growth in some areas based on professional learning.

The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.

The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.

The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization. | There is no or only minimal impact of professional learning on the leader's performance.

The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.

The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.

Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements. |

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
• The leader is an active participant in professional learning provided for faculty. • The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district. • Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. • Case studies of action research shared with subordinates and/or colleagues. • Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. • Membership and participation in professional learning provided by professional organizations. • The leader shares professional learning with other school leaders. • Other leadership evidence of proficiency on this indicator.	• Teachers' anecdotal evidence of the leader's support for and participation in professional learning. • The frequency with which faculty members are engaged in professional learning with the school leader. • Changes in student academic performance data, discipline data, etc., after the leader's professional development. • Teachers can articulate professional learning shared by the leader after the leader's professional learning was implemented. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] **Highly Effective**   [ ] **Effective**   [ ] **Needs Improvement**   [ ] **Unsatisfactory**

Reflection Questions for Performance Indicator 10.2 – Professional Learning

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What has been most effective in creating a focus on professional learning? How might you lead this effort across the district? How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?	To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings? How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole? How are you adjusting application when clear evidence of success is not apparent?	How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?	What steps can you take to participate in professional learning focused on school and district goals with your staff? What steps can you take to begin to apply professional learning to your daily work?

Performance Indicator 10.3 – Commitment: The leader demonstrates a commitment to school, district priorities, policies and procedures. 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.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric for Performance Indicator 10.3 - Commitment

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
• Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. • Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. • The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success. • Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them. • Other leadership evidence of proficiency on this indicator.		• Student results show growth in all sub-groups. • Faculty members' anecdotal evidence describes a leader focused on and committed to student success. • Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. • Student work is commonly displayed throughout the community. • News reports in local media draw attention to positive actions of students and school. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective	[ ] Effective	[ ] Needs Improvement	[ ] Unsatisfactory

Reflection Questions for Performance Indicator 10.3 - Commitment

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub- groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

3. Other Indicators of Performance

Directions:

The district shall provide:

▸ The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;

▸ The percentage of the final evaluation that is based upon the additional indicators; and

▸ The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

► Implementation of School Improvement/Strategic Plan

► Peer Reviews

► Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement

► Individual Professional Leadership Plan

► Other indicators, as selected by the district

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▸ The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.

▸ The percentage of the final evaluation that is based upon the additional indicators

▸ The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.]

Performance indicators include these additional indicators pursuant to s. 1012.34(3)(a)4., Self-Assessment, Implementation of School Improvement/Strategic Plan, TNTP Insight Survey, and Brevard Public School's Parent Survey which is distributed districtwide.

Prior to the evaluatee's mid-term conference, the evaluatee must complete a self-assessment by scoring each of the indicators within the four domains. The evaluator also will score each of the indicators. Their respective ratings will be shared and discussed. The evaluatee will gather evidence to support rating adjustments. The evaluator will then determine a final rating for each indicator using the procedures in this scoring guide and calculate an FSLA score.

The Implementation of School Improvement/Strategic Plan comprises an overall 10 points which is 10% of the ILPAS/DILPAS. Any documentation supporting the implementation of the School Improvement/ Strategic Plan will equate to 10 points. No artifacts supporting the implementation of the School Improvement/Strategic Plan will equate to zero points.

An evaluatee's individual school results from the EDI Insight Survey and the BPS Parent Survey are taken into account within the four Leadership Domains, 10 Proficiency Areas and Indicators and would be included when rating the evaluatee within the Leadership Practices portion which comprises an overall 57 points which is 57% of the ILPAS/DILPAS.

The scoring method for the Leadership Practices is as follows:

4 Leadership Domains

Domain 1 Student Achievement	32 points
Domain 2 Instructional Leadership	90 points
Domain 3 Organizational Leadership	85 points
Domain 4 Professional and Ethical Behaviors	21 points

Indicators within each of the 10 Proficiency Areas are rated as Highly Effective (HE), Effective (E), Needs Improvement (NI) and Unsatisfactory (U). The "Effective" level describes leadership performance that has local impact (i.e. within the school) and meets organizational needs. It is adequate, necessary and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the Florida Principal Leadership Standards (FPLS) require and have made the adjustments and growth necessary to upgrade performance.

The previous rating system of "satisfactory" and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both evaluatees and evaluators should reflect on performance based on the FPLS and the rubrics of the Florida School Leader Assessment (FSLA).

The "Highly Effective" (HE) rating is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" (E) in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with the school improvement/strategic plan process. In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be highly effective as a summative performance level.

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

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

The ratings on the indicators aggregate to a score on the nine (9) Priority Performance Indicators (PPI) on points assigned to each rating (HE = 9 points; E = 6 points; NE = 4 points; U = 1 point). The ratings on the indicators aggregate to a score on the 21 Performance Indicators (PI) on points assigned to each rating (HE = 7 points; E = 4 points; NI = 2 points; U = 1 point). The ratings on the Priority Performance Indicators and the Performance Indicators within the domains aggregate to a domain total using point values assigned.

The following algorithm is used to determine an evaluatee's total points on the four Leadership Domains and Implementation of School Improvement/Strategic Plan :

FSLA Leadership Practices Scoring
Priority Performance Indicator (PPI) and Performance Indicator (PI)
Domain 1: (2 PPI x 9) + (2 PI x 7) = 32 pts possible (14%)
Domain 2: (3 PPI x 9) + (9 PI x 7) = 90 pts possible (40%)
Domain 3: (4 PPI x 9) + (7 PI x 7) = 85 pts possible (37%)
Domain 4: (3 PI x 7) = 21 pts possible (9%)
Domains (1 + 2 + 3 + 4) ÷ 4 = FSLA Leadership Practices Score (57 points possible = 57%)
Implementation of School Improvement/Strategic Plan = 10 pts possible (10%)
FSLA Leadership Practices Score (57 %) + Implementation of School Improvement/Strategic Plan(10%) = 67%

(Domain 1 total points) + (Domain 2 total points) + (Domain 3 total points) + (Domain 4 total points) / 4 = Total Points for Leadership Practices (57 points possible – 57%)

Implementation of School Improvement/Strategic Plan= Total Points for (10 points possible – 10%)

Leadership Practices (57 points possible – 57%) + Implementation of School Improvement/Strategic Plan(10 points possible – 10%) = Summative 1 Total (67 points possible – 67%)

4. Summative Evaluation Score

Directions:
The district shall provide:
- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].
- The summative evaluation form(s):

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Instructional Leadership (FSLA)
Summative Part 1

:

Last Name: _____ **First Name:** _____ **Employee ID:** _____

School: _____ **Date Completed:** _____

Evaluator: _____

Evaluator Title: _____

Examine all sources of evidence for each of the four domains, using the results from the FSLA process as it applies to the evaluatee's performance. Incorporate the Implementation of School Improvement/Strategic Plan Score. Refer to the Scoring Guide to rate FSLA. Assign an overall evaluation of the evaluatee's performance, sign the form and obtain the signature of the evaluatee.

Name	Possible Points	Points Earned
Domain 1: Student Achievement	32	0.0
Domain 2: Instructional Leadership	90	0.0
Domain 3: Organizational Leadership	85	0.0
Domain 4: Professional and Ethical Behavior	21	0.0
FSLA Score Domains (1+2+3+4) / 4 = IL	**57**	0.0
Implementation of School Improvement/Strategic Plan	10	0.0
Implementation of School Improvement/Strategic Plan	**10**	0.0
Preliminary Performance Score (FSLA + SIP/SP)	**67**	0.0

Performance Score	Performance Level
53.5 – 67	Highly Effective
39.5 – 53.4	Effective
27.5 – 39.4	Needs Improvement
0 – 27.4	Unsatisfactory
Performance Level is	

_____   _____
Employee Signature   Date

_____   _____
Supervisor Signature   Date

Our mission is to serve every student with excellence as the standard.

Last Name: _____ **First Name:** _____ **Employee ID:** _____

School: _____ **Date Completed:** _____

Evaluator: _____

Evaluator Title: _____

Examine all sources of evidence for each of the four domains, using the results from the FSLA process as it applies to the evaluatee's performance. Incorporate the Implementation of School Improvement/Strategic Plan Score and the Student Academic Performance (VAM) Score. Refer to the Scoring Guide to rate FSLA. Assign an overall evaluation of the evaluatee's performance, sign the form and obtain the signature of the evaluatee.

Name	Possible Points	Points Earned
Domain 1: Student Achievement	32	
Domain 2: Instructional Leadership	90	
Domain 3: Organizational Leadership	85	
Domain 4: Professional and Ethical Behavior	21	
FSLA Score Domains (1+2+3+4) / 4 = IL	**57**	
Implementation of School Improvement/Strategic Plan	10	
Implementation of School Improvement/Strategic Plan	**10**	
Leadership Practice (FSLA+SIP/SP)	**67**	
Student Academic Performance / VAM	**33**	
Final Performance Score	**100**	

Performance Score	Performance Level
82.5 - 100	Highly Effective
65.5 – 82.4	Effective
52.5 – 65.4	Needs Improvement
0 – 52.4	Unsatisfactory
Performance Level is	

_____ _____

Employee Signature   Date

_____ _____

Supervisor Signature   Date

Our mission is to serve every student with excellence as the standard.

> ⏵ The scoring method, including how it is calculated and combined

The following algorithm is used to determine an evaluatee's total points on the four Leadership Domains and Implementation of School Improvement/Strategic Plan for Summative 1:

FSLA Leadership Practices Scoring
Priority Performance Indicator (PPI) and Performance Indicator (PI)
Domain 1: (2 PPI x 9) + (2 PI x 7) = 32 pts possible (14%)
Domain 2: (3 PPI x 9) + (9 PI x 7) = 90 pts possible (40%)
Domain 3: (4 PPI x 9) + (7 PI x 7) = 85 pts possible (37%)
Domain 4: (3 PI x 7) = 21 pts possible (9%)
Domains (1 + 2 + 3 + 4) ÷ 4 = FSLA Leadership Practices Score (57 points possible = 57%)
Implementation of School Improvement/Strategic Plan = 10 pts possible (10%)
ILPAS/DILPAS FSLA Leadership Practices Score (57 %) + Implementation of School Improvement/Strategic Plan(10%) = 67%

Summative 2 combines the scores from Summative 1 (67%) with the student achievement scores which constitute (33%) of the evaluatee's total.

67% Professional Practices	**Professional Practices Based on Florida's Principal Leadership Standards** **57 points: FSLA Score** **10 points: Implementation of School Improvement/Strategic Plan**	**67%**		33% Student Performance	**Individual Accountability for Student Academic Performance Based on Identified Assessments** **33 points: Individual accountability for student academic performance /value-added growth measures**	**33%**

> ⏵ The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.]

The administrative evaluation uses four performance levels: highly effective, effective, needs improvement and unsatisfactory per s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.]. The FSLA form differentiates between 30 indicators within the four domains and within the ten proficiency areas. Nine priority performance indicators (PPI) were determined to be the most significant indicators with each one of those worth a maximum of nine points for highly effective performance. The remaining 21 performance indicators (PI) are worth a maximum of seven points for highly effective performance.

5. Additional Requirements

Directions:

The district shall provide:

▸ Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].

▸ Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

▸ Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

▸ Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

▸ Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

▸ Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

▸ Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].

▸ Description of the district's peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].

▸ If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A- 5.030(2)(f)12., F.A.C.].

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School-based administrators will be evaluated by their supervisor (e.g. Assistant Superintendents, Coordinators, and Directors typically supervise principals; principals supervise assistant principals). Input regarding evaluation practices may be obtained from district level personnel (e.g. Superintendent, Assistant Superintendents, and Directors within the Departments of Human Resources and Leading & Learning).

> ▸ Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.]

Administrators who are evaluated with the Florida School Leader Assessment (FSLA) will have received training relative to the FSLA form, four Leadership Domains, 10 Proficiency Areas, Priority Performance Indicators, Performance Indicators, the point system associated with the three metrics of the Administrator Evaluation: Leadership Practices, Implementation of School Improvement/Strategic Plan, and Student Achievement. Each administrator must receive a passing score on an Administrator Evaluation process test.

> ▸ Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.]

The following framework will be used as a guideline by evaluators and evaluatees for the purpose of providing feedback to administrators.

- ❖ August – October Review- Administrators develop School Improvement/Strategic Plan
- ❖ September – October   School Improvement/Strategic Plan Conferences
- ❖ October –December   Administrators complete self-assessments
- ❖ December-February   Mid-Term & Mid-Year Conferences
- ❖ January – April   Gathering of Evidence
- ❖ May – June   Evaluation Conferences

> ▸ Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.]

Evaluation results will be disaggregated to discern administrative needs for professional learning and development. Administrators who score needs improvement or unsatisfactory within a domain will receive support documented via a Professional Development Assistance Plan (PDAP) and an interim evaluation. The administrator will have time to demonstrate improvement between the interim evaluation and the summative evaluation.

Evaluators may recommend and/or require specific professional learning for evaluatees to attend based on evaluation results. Professional development courses have been aligned and tied directly to the Administrative Evaluation on our Professional Growth Opportunities for Educating and Empowering (ProGOE²) platform. Evaluators may click on an icon relative to specific domains and indicators to require or recommend specific development opportunities to personalize the evaluatee's professional learning.

> ⏵ Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.]

Administrators who have been evaluated as less than effective will be required to participate in specific professional development relative to their needs. Professional development programs recommended and/or required by the evaluator shall be documented in the evaluatee's PDAP.

> ⏵ Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.]

All school based administrators shall be evaluated at least once a year in keeping with [Rule 6A-5.030(2)(f)7., F.A.C.]. Administrative evaluations shall be turned in annually to the Office of Professional Learning and Development.

> ⏵ Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].

Brevard Public Schools (BPS) administers an annual parent survey to all parents. Data from the BPS Parent Survey were shared and reviewed with each principal. Each area superintendent and principal received the results of the surveys. These data may be considered by evaluators when conducting evaluatee's evaluations.

> ⏵ Description of the district's peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].

Brevard Public Schools has restructured its District Principal Mentor Certification program. The guidelines for serving as a principal mentor have been updated and are as follows:
1. New principals will be assigned a mentor for two school years.
2. Experienced principals moving from one level to another (e.g. elementary to secondary or secondary to elementary) or an experienced principal coming from another county, state will have an assigned mentor for one school year.
3. Mentors/mentees should agree to meet a minimum of 4 times per school year. Face-to-face meetings are preferred.

Meetings should be initiated and scheduled by the mentor.

> ⏵ If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].

BPS teachers are invited to participate in the TNTP Insight Survey yearly. TNTP Insight Survey results are shared and reviewed with each principal. BPS is continuing our partnership with TNTP Insight Survey during the school year. These survey data may be considered by evaluators when conducting evaluatee's evaluations.

6. District Evaluation Procedures

> **Directions:**
> **The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:**
> ⏩ In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
>   ► submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
>   ► submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
>   ► discuss the written evaluation report with the employee [Rule 6A- 5.030(2)(g)3.,F.A.C.].
>   ► 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 [Rule 6A-5.030(2)(g)4., F.A.C.].
> ⏩ Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A- 5.030(2)(i), F.A.C.].

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> ⏩ In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
>   ► submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.]

In accordance with Rule 6A-5.030(2)(g)1., F.A.C., evaluation results are reported annually to the Superintendent for the purpose of reviewing the employee's contract. Evaluators submit hard copies of the Summative 1 and 2 evaluations of all administrators' evaluations annually to the Office of Professional Learning and Development within the Department of Human Resources. Documentation of each administrators' evaluation process is also stored on our district's professional learning management system that is termed ProGOE² which stands for Professional Growth Opportunities - Educating and Empowering.

> ⏩ In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
>   ► submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.]

Evaluators are required to meet with the evaluatee and provide a written evaluation report no later than 10 days after the evaluation has taken place. Documentation is also housed in ProGOE².

> ⏩ In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
>   ► discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3.,F.A.C.]

Evaluators meet and discuss the evaluation report with the evaluatee. Documentation of this meeting can be viewed in ProGOE².

> ⯈ In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
>   ► 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 [Rule 6A-5.030(2)(g)4., F.A.C.].

Evaluatees have the right to initiate a written response to the evaluation. When a written response is received a hard copy is included in the evaluatee's personnel file per Rule 6A-5.030(2)(g)4., F.A.C.

> ⯈ Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

In keeping with s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.]., the superintendent shall notify the Florida Department of Education of any school administrators who receive two consecutive unsatisfactory evaluations. The superintendent shall also notify the Florida Department of Education regarding school administrators who are given written notice by the district of intent to terminate or not renew their employment.

7. District Self-Monitoring

Directions:
The district shall provide a description of its process for annually monitoring its evaluation system.
The district monitoring shall determine, at a minimum, the following:
- ⏵ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- ⏵ Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- ⏵ Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- ⏵ Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
- ⏵ Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

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- ⏵ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]

Supervisors who use the FSLA form to evaluate employees receive training on the Instructional Leadership Performance Appraisal System (ILPAS/DILPAS) annually as part of a yearly Superintendent's Summit. A passing score on the post-test regarding the ILPAS/DILPAS process and interrater reliability is required.

- ⏵ Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]

Principal and Assistant Principal Supervisors meet monthly with their direct supervisors to help ensure compliance with ILPAS/DILPAS requirements. School Improvement Plans are submitted to Principal Supervisors and written feedback is given prior to a face-to-face meeting. Supervisors meet at least quarterly to discuss the school improvement process and, as well as, progress towards goals. Employees that are evaluated with ILPAS/DILPAS complete an interim self-assessment mid-year and are again provided written feedback for growth in ProGOE.

- ⏵ Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

Assistant Superintendents monitor principals' compliance with district policies and procedures in implementing the ILPAS/DILPAS evaluation system. A timeline of the evaluation process as well as the necessary documentation will be available in ProGOE. The district will review evaluations annually to ensure that all procedures and policies are followed appropriately. The Department of Professional Learning and Development will provide training to all new principals regarding the district policies and procedures of the evaluation system. All participants must pass an assessment on the evaluation procedures, rubrics, and timelines.

> ⏵ Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]

ProGOE², Professional Growth Opportunities, Educating and Empowering, our district's learning management and evaluation system, allows the evaluator and the evaluatee to search for professional learning opportunities relative to their specific needs. Professional learning opportunities for administrators are entered into ProGOE² and aligned directly to the FSLA domain and indicator.

> ⏵ Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

In keeping with Rule 6A-5.030(2)(j)5., F.A.C., data from administrative evaluations is used to inform school improvement/district strategic plans. Each strategic plan goal is reviewed and revised each semester through stocktake meetings with all stakeholders. These data also assist us with matching up mentors and recommending pertinent professional development to ensure each administrator is in a constant state of professional growth.

8. APPENDIX

ILPAS / DILPAS Timeline

Action Step	Person Responsible to complete or initiate	Administrator with 0-1 years of experience	Administrator with 2+ years of experience
Draft School Improvement Plan – emailed to Evaluator	Evaluatee	September 2021	
School Improvement Plan Conference	Evaluator	September/October 2021	
Final School Improvement Plan Due	Evaluatee	November 2021	
Mid-term Self-Evaluation (0-1 year)	Evaluatee	December 2021	████
Mid-term Evaluation (0-1 year)	Evaluator	December 2021	████
Mid-year Conference (2+ years)	Evaluator	████	February 2022
Self-Assessment of SIP Implementation	Evaluatee	May 2022	
FSLA Leadership Practices – Administrator Self-Assessment	Evaluatee	May 2022	
Summative Part 1 – to include: • FSLA Leadership Practices – Supervisor Assessment • Supervisor's Assessment of SIP Implementation	Evaluator	May 2022	

Updated 06/03/2021

ILPAS/DILPAS Scoring Ranges

Leadership Professional Practices

Score	Begin Range	End Range
Highly Effective	47	57
Effective	33	46
Needs Improvement	25	32
Unsatisfactory	5	24

Implementation of School Improvement/Strategic Plan

No progress towards goals	0 (zero) points
Progress towards goals	10 points

Summative Part 1*

Score	Begin Range	End Range
Highly Effective	53.5	67
Effective	39.5	53.4
Needs Improvement	27.5	39.4
Unsatisfactory	5	27.4

Summative Part 2*

Score	Begin Range	End Range
Highly Effective	82.5	100
Effective	65.5	82.4
Needs Improvement	52.5	65.4
Unsatisfactory	5	52.4

* = ROUNDING WILL OCCUR FOR SUMMATIVES 1 AND 2

BREVARD PUBLIC SCHOOLS

ADMINISTRATIVE LEADERSHIP

PROFESSIONAL DEVELOPMENT ASSISTANCE PLAN

Year: _____

Employee's Name: _____

Principal/Supervising Administrator's Name: _____

Domain:

_____

Indicator:

_____

Proficiency Area:

_____

Specific Behaviors:

_____

Strategies for Improvement:

_____

Assistance:

_____

Date for Follow Up _____

_____/_____   _____/_____
Employee's Signature   **Date**   **Administrator's Signature**   **Date**
(Blue Ink Only)   **(Blue Ink Only)**

Date for Follow Up Review _____

_____/_____   _____/_____
Employee's Signature   **Date**   **Administrator's Signature**   **Date**
(Blue Ink Only)   **(Blue Ink Only)**

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A **student** having a grievance concerning discrimination may contact:

Student/Public Equity	Exceptional Education/504 Equity	Employee/Job Applicant Equity
Asst. Supt. Equity, Innovation, and Choice	Dir. Exceptional Student Education	Dir Prof Stds & Labor Relations
2700 Judge Fran Jamieson Way	2700 Judge Fran Jamieson Way	2700 Judge Fran Jamieson Way
Melbourne, FL 32940	Melbourne, FL 32940	Melbourne, FL 32952
(321) 633-1000, Ext. 11395	(321) 633-1000 Ext. 11505	321-633-1000 ext 11265

School Board of Brevard
County 2700 Judge Fran
Jamieson Way Viera, Florida
32940-6699
(321) 631-1911

It is the policy of the School Board of Brevard County not to discriminate against **employees** or **applicants** for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An **employee** or **applicant** having a grievance concerning employment may contact:

Professional Standards & Labor
Relations 2700 Judge Fran Jamieson Way
Melbourne, FL 32952
321-633-1000 ext 11265

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