

2017-2018

Administrative Evaluation System



Broward County Public Schools

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2017 - 2018

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents should be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

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

1. Performance of Students

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.].



Student Performance Measures

For the Student Performance measure for school administrators (**which will be worth 35% of their evaluation**), the charts below display the assessments to be used in 2017-18. Growth models will be used to classify school administrators as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Proficiency models may be used for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years 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 will be used. Scores from the assessments below will be aggregated into a composite percentage to determine the school administrators' Student Performance measure.

| Elementary School | |
|--|--------------|
| Assessment | Methodology |
| 4 th -5 th Grade FSA ELA/Math | Growth Model |

| Middle School | |
|--|--------------------|
| Assessment | Methodology |
| 6 th -8 th Grade FSA ELA/Math | Growth Model |
| 8 th Grade FCAT-Science | Growth Model |
| Civics EOC | Growth Model |
| Biology EOC | Growth Model |
| Geometry EOC | Growth Model |
| Algebra I EOC | Growth Model |

| High School | |
|---|--------------------|
| Assessment | Methodology |
| 9 th -10 th Grade FSA ELA | Growth Model |
| 9 th Grade Algebra I EOC | Growth Model |
| Biology EOC | Growth Model |
| Geometry EOC | Growth Model |
| U.S. History EOC | Growth Model |

For the Student Performance measure for school administrators (35% of final evaluation), schools will be combined by level and their Student Performance scores (aggregated across all the assessments listed previously) will be percentile ranked. School administrators will receive a Student Performance rating based on the chart below:

| Rating | Percentile | Points |
|-------------------|------------|-----------|
| Highly Effective | 87-99 | 265-300 |
| Effective | 9-86 | 190-264.9 |
| Needs Improvement | 4-8 | 115-189.9 |
| Unsatisfactory | 1-3 | 0-114.9 |

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)I2., 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)I3., 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)I5., F.A.C.].

ABOUT THE INSTRUCTIONAL LEADERSHIP EVALUATION

For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrator’s must:

1. Be focused on school leadership actions that impact student learning, and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

Broward Assessment for School Administrators (BASA), the evaluation system adopted by the district is:

- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.

- ✓ Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

- **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- **Feedback** from the evaluator and others on what needs improvement.
- **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is evaluated?

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader’s behavior on others.

The portion of evaluation that involves “impact on others” comes in two components:

1. Student Performance Measures: 35% of a school leader’s annual evaluation is based on the performance of students in the school on specific state and/or district assessments (e.g. FSA, EOC exams).
2. The Leadership Practice: For 2017-2018, 65% of the Evaluation will be based on Leadership Practice. The Leadership Practice Score combines results of the Florida School Leader Assessment (FSLA)/Indicators 1-30, weighted as 60% and an Deliberate Practice, weighted as 5%. The Leadership Practice Score is based on observation of the leader’s actions and the leader’s impact on the actions and behaviors of others.

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

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 their 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. The Research Framework(s) on which the evaluation system is based. 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 sub-ordinates when they understand the research framework.
2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and ratings 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. 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 employees 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 Performance Measures: What are the district's requirements regarding use of student performance measures in the district’s evaluation system?
7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process?
8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

FRAMEWORK: LEADERSHIP EVALUATION

A Multi-Dimensional Framework: This evaluation system has 30 indicators and is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian

Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LIST

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

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

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

The following optional chart is provided to display the crosswalk of the district's evaluation framework to the Principal Leadership Standards.

| 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, | Indicator 1: Academic Standards Indicator 3: Planning and Goal Setting Indicator 9: Standards-based Instruction/ Learning Goal Alignment |
| 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. | Indicator 2: Performance Data Indicator 4: Student Achievement Results Indicator 8: Student Performance Focus |
| 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; | Indicator 5: Learning Organization |
| b. Maintains a school climate that supports student engagement in learning; | Indicator 6: School Climate |
| c. Generates high expectations for learning growth by all students; and, | Indicator 7: High Expectations |

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|---|---|
| d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. | Indicator 5: Learning Organization |
| 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; | Indicator 10: Curriculum Alignment Indicator 12: Faculty Effectiveness |
| b. Engages in data analysis for instructional planning and improvement; | Indicator 11: Quality Assessments |
| c. Communicates the relationships among academic standards, effective instruction, and student performance; | Indicator 9: Standards-based Instruction/ Learning Goal Alignment |
| 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, | Indicator 9: Standards-based Instruction/ Learning Goal Alignment |
| e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. | Indicator 11: Quality Assessment |
| 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; | Indicator 10: Curriculum Alignment |
| b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; | Indicator 13: Feedback Practices |
| c. Employs a faculty with the instructional proficiencies needed for the school population served; | Indicator 15: Facilitating and Leading Professional Learning |
| 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; | Indicator 15: Facilitating and Leading Professional Learning |
| e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and, | Indicator 16: Student Centered |
| f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. | Indicator 15: Facilitating and Leading Professional Learning |
| 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; | Indicator 16: 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; | Indicator 16: Student Centered |
| c. Promotes school and classroom practices that validate and value similarities and differences among students; | Indicator 16: Student Centered |
| d. Provides recurring monitoring and feedback on the quality of the learning environment; | Indicator 20: Quality Control |
| e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and, | Indicator 17: 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. | Indicator 18: 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; | Indicator 20: Quality Control |
| b. Uses critical thinking and problem solving techniques to define problems and identify solutions; | Indicator 19: Problem Solving |
| c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; | Indicator 19: Problem Solving |
| d. Empowers others and distributes leadership when appropriate; and, | Indicator 22: Delegation |
| e. Uses effective technology integration to enhance decision making and efficiency throughout the school. | Indicator 21: Technology 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; | Indicator 25: Strategic Instructional Resources |
| b. Provides evidence of delegation and trust in subordinate leaders; | Indicator 22: Delegation |
| c. Plans for succession management in key positions; | Indicator 22: Delegation |
| d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and, | Indicator 23: Relationships |
| e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. | Indicator 23: 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; | Indicator 24: Operational Effectiveness |

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|---|--|
| b. Establishes appropriate deadlines for him/herself and the entire organization; | Indicator 24: Operational Effectiveness |
| c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and, | Indicator 25: Strategic Instructional Resourcing |
| d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. | Indicator 25: Strategic Instructional Resourcing |
| 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; | Indicator 20: Quality Control |
| b. Recognizes individuals for effective performance; | Indicator 28: Recognitions |
| c. Communicates student expectations and performance information to students, parents, and community; | Indicator 26: Clear Goals and Expectations |
| d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school; | Indicator 27: Accessibility |
| e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. | Indicator 26: Clear Goals and Expectations |
| f. Utilizes appropriate technologies for communication and collaboration; and, | Indicator 27: Accessibility |
| g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. | Indicator 26: Clear Goals and Expectations |
| 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.; | Indicator 30: Professional |
| 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; | Indicator 29: Resiliency/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; | Indicator 29: Resiliency/Commitment |
| d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; | Indicator 29: Resiliency/Commitment |
| e. Demonstrates willingness to admit error and learn from it; and, | Indicator 29: Resiliency/Commitment |
| f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. | Indicator 29: Resiliency/Commitment |

Broward Assessment for School Administrators (BASA) Indicators

Short Form

Bold = BEST INDICATORS

| Student Achievement |
|---|
| The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results. |
| <i>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.</i> |
| Indicator 1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (The Florida Standards). |
| Indicator 2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions. |
| Indicator 3 – <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement. |
| Indicator 4 - <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results. |
| Indicator 5 - <u>Learning Organization</u>: The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. |
| Indicator 6 – School Climate : The leader maintains a school climate that supports student engagement in learning. |
| Indicator 7 – High Expectations : The leader generates high expectations for learning growth by all students. |
| Indicator 8 - <u>Student Performance Focus</u>: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards. |

| Instructional Leadership |
|---|
| The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning. |
| <i>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.</i> |
| Indicator 9 - <u>Standards-based Instruction</u> : The leader delivers an instructional program that implements the state's adopted academic standards (The Florida 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. <u>Learning Goals Alignments</u> : The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery. |
| Indicator 10 - <u>Curriculum Alignments</u> : The leader implements systemic processes to ensure alignment of curriculum resources with state standards for the courses taught. |
| Indicator 11 - <u>Quality Assessments</u>: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. |
| Indicator 12 - <u>Faculty Effectiveness</u>: 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 on the FEAPs. |
| Indicator 13 - <u>Feedback Practices</u>: 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. |
| Indicator 14 - <u>Instructional Initiatives</u>: District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. |
| Indicator 15 - <u>Facilitating and Leading Professional Learning</u> : The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year. |

Indicator 16 – Student-Centered: The leader 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 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.

Indicator 17 – 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.

Indicator 18 - 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.

Operational Leadership

The focus is on school operations and leadership practices that integrate operations into an effective system of education.

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 19 – Problem-Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.

Indicator 20 - Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.

Indicator 21 - Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Indicator 22 – Delegation: The leader establishes delegated areas of responsibility for subordinate 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.

Indicator 23 - Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Indicator 24 - Operational Effectiveness: The leader follows and implements School Board Policy and Procedures effectively with coherent plans and establishes and monitors appropriate deadlines for self, faculty, and staff.

Indicator 25 - 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.

Indicator 26 - Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Indicator 27 - Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Indicator 28 - Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Professional and Ethical Behaviors

The focus is on the leader’s professional conduct and leadership practices that represent quality leadership.

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.

Indicator 29 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school’s vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.

Commitment: The leader 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.

Indicator 30 - Professional Conduct: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).

Broward Assessment for School Administrators (BASA) Indicators

Long Form

Student Achievement

Narrative: Student achievement results in the student performance measures (SPM) 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.

Indicator 1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (The Florida Standards).

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master.

Note: Every credit course has specific academic standards assigned to it. The Florida Standards assigned to each course are found at www.floridastandards.org.

Rating Rubric

| 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. |
|---|--|--|---|
| Every faculty meeting and staff development forum is focused on student achievement on the Florida Standards, including periodic reviews of student work. The leader can articulate which Florida Standards are designated for implementation in multiple courses. | The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions. | The 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. | 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the | | 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 | |

| | |
|---|---|
| following: | include, but are not limited to the following: |
| <ul style="list-style-type: none"> • School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. • Lesson plans are monitored for alignment with correct standards. • Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. • The 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. • Other leadership evidence of proficiency on this indicator. | <ul style="list-style-type: none"> • Lesson plans identify connections of activities to standards. • Teacher leaders' meeting records verify recurring review of progress on state standards. • Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. • Teachers routinely access course descriptions to maintain alignment of instruction with standards. • Other impact evidence of proficiency on this indicator. |

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**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1

| Highly Effective: | Effective: | Needs Improvement: | Unsatisfactory: |
|---|---|---|--|
| Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on The Florida Standards? | How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses? | How do you monitor what happens in classrooms to that instruction and curriculum are aligned to academic standards? | Where do you find the standards that are required for the courses in your master schedule? |

Indicator 2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This 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

| | | | |
|--|---|---|--|
| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
| <p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p> | <p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p> | <p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • 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. | |
| <p>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.</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 2

| 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? |

Indicator 3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

| 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 shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting. | Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives. Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students. | Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements. Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff. | Planning for improvement in student achievement is not evident and goals are neither measurable nor specific. The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system. |
| Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | | Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | |
| <ul style="list-style-type: none"> Clearly stated goals are accessible to faculty and students. Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. | | <ul style="list-style-type: none"> Faculty members are able to describe their participation in planning and goal setting processes. Goals relevant to students and teachers' actions are evident and accessible. Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning. | |

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|---|--|
| <ul style="list-style-type: none"> Leader's presentations to parents focus on the school goals for student achievement. Other leadership evidence of proficiency on this indicator. | <ul style="list-style-type: none"> Teachers and students track their progress toward accomplishment of the stated goals. Other impact evidence of proficiency on this indicator. |
| <p>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.</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | |

Reflection Questions for Indicator 3

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|--|
| What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements? | How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?" | How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set? | How are other school leaders implementing planning and goal setting? |

Indicator 4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

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

| | | | |
|---|--|---|----------------------|
| emerge, the leader highlights the need, creates effective interventions, and reports improved results. | | decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students. | student achievement. |
| Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | | Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | |
| <ul style="list-style-type: none"> The leader generates data that describes what improvements have occurred. Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains. Evidence on student improvement is routinely shared with parents. Other leadership evidence of proficiency on this indicator. | | <ul style="list-style-type: none"> Teachers routinely inform students and parents on student progress on instructional goals. Posters and other informational signage informing of student improvements are distributed in the school and community. Team and department meetings' minutes reflect attention to evidence of student improvements. Other impact evidence of proficiency on this indicator. | |
| <p>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.</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 4

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|--|
| How do you share with other school leaders how to use student improvement results to raise expectations and improve future results? | How do you engage students in sharing examples of their growth with other students? | How do you engage faculty in routinely sharing examples of student improvement? | What processes should you employ to gather data on student improvements? |

Indicator 5 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Rating Rubric

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
|---|---|---|---|
| <p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p> | <p>The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning and closing learning performance gaps among student subgroups within the school.</p> | <p>The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p> | <p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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 | |

| | |
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| <p>actionable causes of gaps in student performance and contains goals that support systemic improvement.</p> <ul style="list-style-type: none"> • 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. | <p>on student learning.</p> <ul style="list-style-type: none"> • 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. |
| <p>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.</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p> | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | |

Reflection Questions for Indicator 5

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|--|---|
| <p>Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the "big picture" (i.e. the systemic connections between practices and processes)?</p> | <p>Where the essential elements of a learning organization are in place and interacting, how do you monitor what you are creating collectively is focused on student learning needs and making a difference for all students?</p> | <p>What essential elements of a learning organization have supports in place and which need development?</p> <p>Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?</p> | <p>What happens in schools that are effective learning organizations that does not happen in this school?</p> <p>How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?</p> |

Indicator 6 – 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

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
|---|--|--|---|
| <p>The leader ensures that the school’s identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students’ cultural, linguistic and family background is evident in the leader’s conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p> | <p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p> | <p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p> | <p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • Classroom rules and posted procedures stress positive expectations and not just “do not’s.” • 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. | |

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| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |
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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

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6

| 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? | <p>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?</p> <p>How could you share with your colleagues across the district the successes (or failures) of your efforts?</p> | 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? |

Indicator 7 – High Expectations: The leader generates high expectations for learning growth by all students.

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

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
|---|--|--|--|
| <p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools.</p> <p>The leader creates systems and approaches to monitor the level of academic expectations.</p> <p>The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.</p> | <p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.</p> <p>The leader ensures that students are consistently learning, respectful, and on task.</p> <p>The leader sets clear expectations for student academics and establishing consistent practices across classrooms.</p> <p>The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p> | <p>The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations.</p> <p>The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p> | <p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>The leader fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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." | | <ul style="list-style-type: none"> • 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. | |

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|---|---|
| • Other leadership evidence of proficiency on this indicator. | • 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

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7

| Reflection Questions | | | |
|--|--|--|--|
| 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? |

Indicator 8 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

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

| Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| 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 | Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation. Power (high priority) standards | Standards have been analyzed, but are not translated into student-accessible language. School level assessments are inconsistent in their alignment with the course standards. | 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 |

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| and curriculum based on student and adult performance data. Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district. | are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building. | 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. | 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: | |
| <ul style="list-style-type: none"> 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 growth 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. | | <ul style="list-style-type: none"> 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. | |
| <p>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.</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 8

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
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| 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? |

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 growth. 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.

Indicator 9 – Standards-Based Instruction: The leader delivers an instructional program that implements the state’s adopted academic standards (The Florida 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.**

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 Florida Standards and Access Points). 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

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

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| The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth. | instruction on The Florida Standards that are addressed in more than one course. | in a timely manner. | 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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | | Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: | |
| <ul style="list-style-type: none"> 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, 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. | | <ul style="list-style-type: none"> 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 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. | |
| <p>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.</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 9

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

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| adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards? | instruction? | needs of all students? What are ways you can ensure that staff members are aligning their instructional practices with state standards? | research-based instruction? In what ways are you monitoring teacher instruction in the state's academic standards? |
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Indicator 9 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.

Narrative: “Learning goals” is a high-effect size strategy that uses scales or progressive levels to monitor student growth 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. (not sure if this statement is still needed)

Rating Rubric

| Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares</p> | <p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state’s adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely</p> | <p>Specific and measurable learning goals with progress scales, aligned to the state’s adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> | <p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality</p> |

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| <p>examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of learning goals in standards-based instruction.</p> | <p>monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p> | <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p> <p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p> | <p>and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p> |
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| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | <p>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:</p> |
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| <ul style="list-style-type: none"> Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do. 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. | <ul style="list-style-type: none"> Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students. Teams or departments meet regularly to discuss the quality of 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 priority 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 |
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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

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
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| What specific strategies have you employed to measure improvements in teaching and | What system supports are in place to ensure that the best ideas and thinking on learning | To what extent do learning goals presented to the students reflect a clear relationship between the | What have I done to deepen my understanding of the connection between the instructional strategies |

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| innovations in use of learning goals and how can you use such measures as predictors of improved student achievement? | goals are shared with colleagues and are a priority of collegial professional learning? | course standards and the assignments and activities students are given? | of learning goals and tracking student progress? |
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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.

Rating Rubric

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| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| Indicator 10 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught. |
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| <p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p> | <p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the</p> | <p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p> | <p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p> |
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| | implementation level of the standards. | | |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> 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 content than do test item specification documents. 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. The Florida Standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials. Other leadership evidence of proficiency on this indicator. | | <ul style="list-style-type: none"> 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 coverage of chapters in a text. 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 growth measures show steady improvements in student learning. Other impact evidence of proficiency on this indicator. | |
| <p>Scale Levels: <i>(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.</i></p> | | | |
| <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 10

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
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| 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? |

Indicator 11 – 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

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
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| <p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p> | <p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students’ achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p> | <p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p> | <p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • 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. | |

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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |
| <p>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.</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p> | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | |

Reflection Questions for Indicator 11

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
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| <p>How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data?</p> <p>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?</p> | <p>How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty?</p> <p>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?</p> | <p>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?</p> <p>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?</p> | <p>How are you expanding your knowledge and/or skills of assessment literacy and data analysis?</p> <p>What strategies have you considered that would increase your interaction with staff concerning assessments?</p> <p>How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?</p> |

Indicator 12 – 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 on the FEAPs.

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.

Rubric

| Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations | Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency | Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
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| <p>The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p> | <p>The leader’s effective-monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p> <p>The leader’s monitoring practices are consistently implemented in a supportive and constructive manner.</p> | <p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p> <p>The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p> | <p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • 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 | |

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| <ul style="list-style-type: none"> 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. | <p>strategies employed across the grades and curriculum and how they are adapted in the teacher's classroom to meet student needs.</p> <ul style="list-style-type: none"> 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. |
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Reflection Questions for Indicator 12

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

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|--|--|---|--|
| <p>How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency?</p> <p>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"?</p> | <p>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?</p> | <p>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?</p> | <p>How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?</p> |

Narrative: This indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The

Indicator 13 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction, priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

| 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 | The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of | 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 | There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. |

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| <p>proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p> | <p>colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p> | <p>performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p> | <p>Informal feedback is rare, nonspecific, and not constructive.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus on feedback on needed improvements in instructional practice. • Samples of written feedback that was provided to 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 observations of teaching and learning • School improvement plan reflects monitoring and data analyses. • Evidence that 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. | | <ul style="list-style-type: none"> • 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. • 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. | |
| <p>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.</p> | | | |
| <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 13

| 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? |

Indicator 14 - Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. Initiatives include:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
 - writing in response to text
 - text-based discussions with students
- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)]
- **Other District Supported Initiatives:** The school leader monitors the school and classrooms for comprehensive implementation of all other instructional initiatives supported by the district as relevant to this school.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.

Note: District and FLDOE websites provide support and information about priority initiatives

Rating Rubric

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| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal |
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| effective levels and constitute models of proficiency for other leaders. | appropriate reflections of quality work with only normal variations. | evident but are inconsistent or of insufficient scope or proficiency. | or are not occurring, or are having an adverse impact. |
| All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders. | Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. Reading Complexity and MTSS are routine instructional processes in all classes and at all levels of instruction. ESOL strategies are routinely employed with all ELL students. The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative. | Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative. The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth. | District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring. The leader is unaware of what state and district initiatives are expected to be implemented at the school. |
| 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: | |
| <ul style="list-style-type: none"> The initiatives being pursued are explicitly identified and access to supporting resources is provided. Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. A Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) is fully implemented and the leader monitors regularly to sustain implementation. The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective use of such strategies (e.g. ESOL strategies) Reading Strategies from Just Read, Florida! are implemented. The leader can identify all of the initiatives in use and describe how progress is monitored for each. Other leadership evidence of proficiency on this indicator. | | <ul style="list-style-type: none"> Classroom teachers describe how they implement the various initiatives. Video exemplars that support implementing the initiatives are routinely used by faculty. Online resources and technology supports that deepen understanding of the initiatives are used by faculty. State or district web-based resources aligned with the initiatives are regularly accessed by faculty, Teachers have participated in professional development associated with the initiative and implemented the strategies learned. 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. | | | |
| <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory | | | |
| Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): | | | |

Reflection Questions for Indicator 14

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
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| How do you engage your faculty in communities of practice where practices related to the initiatives are | How do you use monitoring of these initiatives to identify faculty professional development needs that, if | How do you communicate with district and state resources to learn more about what these initiatives can contribute to my | How do you find out what initiatives should be implemented? |

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| shared with faculty in other schools or districts? | addressed, would improve the quality of implementation? | school? | |
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Indicator 15 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Narrative: Indicator 15 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

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

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| on the impact of instructional proficiency on student learning. | | | |
| 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: | | |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | | |
| <p>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.</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 15

| 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 on 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 on 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 on high effect size strategies? |

Indicator 16 – Student Centered: The leader 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 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.

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

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
|---|--|--|---|
| <p>The leader provides clear, convincing, and consistent evidence that he or she ensures the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district.</p> <p>Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p> | <p>The leader provides clear evidence that he or she creates and maintains a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.</p> <p>Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p> | <p>The leader provides limited evidence that he or she creates a safe school either in planning or actions.</p> <p>Collects data on curricular and extra-curricular student involvement.</p> | <p>The leader provides little to no evidence that he or she makes plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.</p> <p>Does not collect data on curricular and extra-curricular student involvement.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • Teachers can describe 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. | |

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

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 16

| 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? |

Indicator 17 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 17 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

| 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). | Problems solve 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 | 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 | 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. |

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| <p>Where students are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p> | <p>are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p> | <p>are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p> | |
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| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | <p>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:</p> |
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| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |
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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**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 17

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|--|--|--|---|
| What supports do you need to provide to deepen the faculty's capacity to provide intensive | How do you enable teachers proficient at MTSS to share the | How do you monitor instructional practice to assess the quality of implementation of MTSS? | How do you obtain training on what the MTSS model requires and how do you convey the expectations |

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| individual supports? How do you share effective continuous progress practices with other school leaders? | process with other teachers? What continuous progress practices should be shared with the entire faculty? | How do you monitor the impact of targeted supplemental supports? What barriers to student success are not being addressed in your school? | inherent in the model to your faculty? |
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Indicator 18 – 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: Indicator 18 focuses on academic growth 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

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|--|--|--|---|
| Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
| The leader 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. Achievement 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 sub-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. <u>Illustrative examples</u> of such evidence may include, but are not limited to the | | 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 | |

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| following: | the following: |
| <ul style="list-style-type: none"> 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 growth 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. | <ul style="list-style-type: none"> Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how to 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 gaps. 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

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 18

| 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? |

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.

Indicator 19 – Problem Solving: The leader uses critical thinking and data-based problem solving 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

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
|---|---|--|---|
| <p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader’s evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors</p> | <p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader’s solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p> | <p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single “off the shelf” solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p> | <p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p> |

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| of the problem. A thorough review of the results is conducted to determine need for further work. | | | |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • 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. | |
| <p>Scale Levels: <i>(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.</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 19

| 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? |

Indicator 20 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

Narrative: Decisions are made and there is a follow-up process. What was the impact of the decisions? The focus here is the leader’s follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
|--|--|---|--|
| <p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and “sun setting” in which previous decisions are re-evaluated in light of the most current data.</p> <p>There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p> | <p>The leader has a record of evaluating and revising decisions based on new data.</p> <p>Review of decision and follow-up actions are consistently timely.</p> | <p>The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.</p> | <p>There is little or no evidence of reflection and re-evaluation of previous decisions.</p> <p>Sub-ordinate leaders are not encouraged to evaluate prior decisions.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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. • Leader’s work schedule reflects time for monitoring the implementation of priority decisions. • Other leadership evidence of proficiency on this indicator. | | <ul style="list-style-type: none"> • 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. | |
| <p>Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on this</i></p> | | | |

indicator, assign a proficiency level by checking one of the four proficiency levels below.

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 20

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|--|---|--|---|
| How do you continue to clarify the decision-making process in a dynamic, changing environment? | Why is it necessary for you as a school leader to re-evaluate prior decisions and programs in light of emerging research, personal experience, and changing situations? | What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis? | When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement? |

Indicator 21 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

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

| 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. | 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 | 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 | There is no or only minimal evidence that decision- making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology |

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| <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p> | <p>processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> <p>Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.</p> | <p>supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> | <p>integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p> <p>Technology integration does not support data exchanges, project management, and feedback processes.</p> |
| <p>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:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • 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**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 21

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|--|---|--|--|
| <p>To what extent do you have a systematic process in place for integrating new technology so that faculty and students are keeping pace</p> | <p>How might you increase the range and scope of technology integration to support communications and information acquisition</p> | <p>Under what circumstances would you be willing to support increased use of technology to support efficiency in communication</p> | <p>What factors prevent you from supporting technology integration??</p> |

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| with the communications and thinking supports used in the emerging global economy? | processes used by faculty and staff? How might the technology improve the quality of decisions at your school? | and decision-making processes? How might you use the function of delegation to empower staff and faculty at your school to make more proficient use of technology integration? | |
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Indicator 22 – 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.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not ensure 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

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|---|--|--|---|
| Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
| Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership. | There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business. | The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. Clarity of the scope of delegated authority is inconsistent from one delegation to another. Actions taken by those to who tasks are delegated are sometimes overruled without explanation. | The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks. |
| 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: | |
| <ul style="list-style-type: none"> A Responsibility Matrix or chart of “who does what” provides evidence that the leader trusts others within the school by identifying how leadership responsibilities are | | <ul style="list-style-type: none"> Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. | |

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| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |
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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

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 22

| 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? |

Indicator 23 – Relationships: The leader develops sustainable and supportive relationships between staff, colleagues, 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

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|--|--|--|---|
| <p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of</p> | <p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with</p> | <p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring,</p> |
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| proficiency for other leaders. | only normal variations. | scope or proficiency. | or are having an adverse impact. |
| <p>While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with staff, colleagues, parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.</p> <p>The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.</p> | <p>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., staff, colleagues, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.</p> <p>Leader has effective collegial relationships with most faculty and subordinates.</p> | <p>The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., staff, colleagues, parents, community members, higher education, and business leaders) to support leadership development.</p> <p>Relationship skills are employed inconsistently.</p> | <p>The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.</p> |
| <p>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:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> 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 staff, colleagues, 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. | | <ul style="list-style-type: none"> Staff survey and/or feedback support that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. Community members report that the leader has developed sustainable and supportive relationships 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 relationships 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 relationships with them in support of potential and emerging leaders at the school. Other impact evidence of proficiency on this indicator. | |
| <p>Scale Levels: <i>(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.</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.)</p> | | | |

Reflection Questions for Indicator 23

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|------------------------|--|--|---|
| In what ways might you | What strategies are you employing so you can share | In what ways are you working to establish networks | How might your relationships with faculty and key |

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| <p>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?</p> | <p>your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?</p> | <p>with key stakeholder groups to cultivate and support potential and emerging leaders in your school?</p> | <p>stakeholder groups help to cultivate and support potential and emerging leaders in your school?</p> |
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Indicator 24 – Operational Effectiveness: The leader follows and implements School Board Policy and Procedures effectively with coherent plans and establishes and monitors appropriate deadlines for self, faculty, and staff.

Narrative: This indicator focuses on the key aspects of operational effectiveness and management skills essential to school success.

Rating Rubric

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| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
| <p>In addition to the practices at the effective level, the leader demonstrates consistent evidence of revising and updating school procedures and timelines to align with district expectations.</p> <p>Effective operational practices are frequently shared with other administrators and colleagues throughout the system.</p> | <p>There is consistent evidence of understanding or adhering to School Board policy, procedures, or standard operating procedures.</p> <p>The leader consistently demonstrates evidence of communicating expectations and procedures in alignment with district practices.</p> <p>The leader consistently completes tasks and projects on time and within budget.</p> | <p>There is inconsistent evidence of understanding or adhering to School Board policy, procedures, or standard operating practices.</p> <p>There is inconsistent evidence of time, task, or operational management focused on goals, resources, timelines, and results.</p> <p>There is inconsistent completion of tasks and projects on time and within budget.</p> | <p>There is little or no evidence of understanding or adhering to School Board policy, procedures, or standard operating practices.</p> <p>There is little or no evidence of time, task, or operational management focused on goals, resources, timelines, and results.</p> |
| <p>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:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> Tasks and reports for parties outside the school are monitored for timely completion. | | <ul style="list-style-type: none"> Reports that require teacher input are submitted on time and in compliance with expectations. | |

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| <ul style="list-style-type: none"> • Examples of comprehensive school procedures as related to payroll, finance, property, etc. • Examples of a school environment focused on safety, efficiency, effectiveness, and legal compliance. • Examples of timelines managed by the leader by strategically delegating time, resources, and responsibilities. • Other leadership evidence of proficiency on this indicator. | <ul style="list-style-type: none"> • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work progress and due dates. • School-wide survey results related to school management issues reflect awareness of a positive impact of organization on school operations • Other school leaders credit their operational effectiveness to the mentoring provided by the leader • Other impact evidence of proficiency on this indicator |
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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**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 24

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|--|---|--|
| <p>How much of your work on organization effectiveness is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement?</p> <p>Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?</p> | <p>To what extent are tasks and major tasks delineated in your overall vision and school culture? What might you do to emphasize the most important components over minor tasks?</p> <p>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?</p> | <p>How do you ensure unanticipated changes do not derail or impede adherence to School Board Policies and Procedures?</p> <p>How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?</p> <p>How do you ensure that projects and tasks are consistently completed on time and within budget?</p> | <p>What changes in your practice are needed to ensure that School Board Policies and Procedures are implemented effectively?</p> <p>How do you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?</p> |

Indicator 25 – 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.

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

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
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| <p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p> <p>Leader mentors other school leaders in the budget process and fiscal resourcefulness to improve utilization of resources in alignment with strategic goals across the district.</p> | <p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practices and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p> | <p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p> | <p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> 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 | | <ul style="list-style-type: none"> 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 | |

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| <ul style="list-style-type: none"> attention to instructional priorities. Other leadership evidence of proficiency on this indicator. | <ul style="list-style-type: none"> be resolved. Other impact evidence of proficiency on this indicator. |
| <p>Scale Levels: <i>(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.</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | |

Reflection Questions for Indicator 25

| 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? |

Indicator 26 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the “school leader’s two step.” Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

| Highly Effective: | Effective: | Needs Improvement: | Unsatisfactory: |
|---|---|---|--|
| Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
| Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available | The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, | Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty | Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and |

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| <p>technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p> | <p>and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in the use of the Florida common language of instruction to align school goals with district and state initiatives.</p> | <p>performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida’s common language of instruction in aligning school goals and expectations with district and state initiatives.</p> | <p>actionable form.</p> <p>The leader’s actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misguiding others.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> 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. Other leadership evidence of proficiency on this indicator. | | <ul style="list-style-type: none"> Faculty routinely access www.floriodastandards.org 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. Other impact evidence of proficiency on this indicator. | |
| <p>Scale Levels: <i>(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.</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 26

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|--|--|--|---|
| <p>What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of the school?</p> | <p>How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?</p> | <p>How might you improve your consistency of interactions with stakeholders regarding the work of the school?</p> <p>Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?</p> | <p>What are your priority goals for school improvement?</p> <p>How do you know whether others find them clear and comprehensible?</p> |

Indicator 27 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

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

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| <p>school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p> | <p>Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader’s time for instructional leadership and faculty development.</p> | <p>outreach to stakeholders.</p> | |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • Leader’s work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with parents and other stakeholders. • Websites or weblogs provide school messaging into the community. • Leader’s participation in community events. • Leader has established policies that inform students, faculty, and parents on how to get access to the leader. • Leader monitors office staff’s implementation of access policies to ensure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator. | | <ul style="list-style-type: none"> • School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary. • Sub-ordinate leaders’ involvement in community events where school issues may be addressed. • “User friendly” processes for greeting and determining needs of visitors. • Newspaper accounts reflecting leader’s accessibility. • Teacher and student anecdotal evidence of ease of access • Parent surveys reflect belief that access is welcomed. • Office staff handles routine requests for access in ways that satisfy stakeholders’ needs without disrupting leader’s time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. • Other impact evidence of proficiency on this indicator. | |
| <p>Scale Levels: <i>(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.</i></p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 27

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|--|---|--|---|
| <p>How can you involve sub-ordinate leaders as high visibility assets of the school?</p> | <p>What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?</p> | <p>How can you assess what students, faculty, and stakeholders think of your level of accessibility?</p> | <p>What work habits would you need to change to be more visible to students, faculty, and stakeholders?</p> |

Indicator 28 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations 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

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
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| <p>In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school.</p> <p>Shares the methods that lead to success with other leaders.</p> <p>Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.</p> | <p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate, rewards and promotes based on established criteria.</p> <p>Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.</p> | <p>The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.</p> | <p>The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • 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 growth. • Bulletin boards or other media display evidence of student growth. • Other impact evidence of proficiency on this indicator. | |
| <p>Scale Levels: <i>(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.</i></p> | | | |

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| <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |
| Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): | | | |

Reflection Questions for Indicator 28

| 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? |

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.

Indicator 29 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and**
- **productive attitudes in the face of adversity.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to “weather the storm(s)” to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

| Highly Effective: | Effective: | Needs Improvement: | Unsatisfactory: |
|---|---|---|--|
| Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders. | Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations. | Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency. | Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact. |
| The leader builds resilience in | The leader readily | The leader is able to accept | The leader is unwilling to |

| | | | |
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| <p>colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> <p>The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p> | <p>acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader’s previous evaluations are explicitly reflected in projects, tasks, and priorities.</p> | <p>evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.</p> | <p>acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership evaluations is present in the leader’s choices of tasks and priorities.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • Faculty, staff, parents, and community members express 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. | |

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| <ul style="list-style-type: none"> 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. 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. Other leadership evidence of proficiency on this indicator. | <ul style="list-style-type: none"> 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. Other impact evidence of proficiency on this indicator. |
| <p>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.</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | |

Reflection Questions for Indicator 29

| Highly effective | Effective | Needs Improvement | Unsatisfactory |
|--|---|--|---|
| <p>What additional insights are you gaining about the challenges of reconciling points of view, disagreements and fully supporting and executing organizational policy and leadership decisions?</p> <p>What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?</p> | <p>How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions?</p> <p>How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?</p> | <p>When or how is it appropriate to challenge policy and leadership decisions, if at all?</p> <p>What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?</p> | <p>How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff?</p> <p>What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?</p> |

Indicator 29 – Commitment: The leader 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

| | | | |
|---|---|--|--|
| Highly Effective: Leader’s actions or impact of leader’s actions relevant to this | Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are | Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this | Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator |
|---|---|--|--|

| | | | |
|--|---|---|--|
| indicator exceed effective levels and constitute models of proficiency for other leaders. | sufficient and appropriate reflections of quality work with only normal variations. | indicator are evident but are inconsistent or of insufficient scope or proficiency. | 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 school's 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: | |
| <ul style="list-style-type: none"> 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. | | <ul style="list-style-type: none"> 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. | |
| <p>Scale Levels: <i>(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.</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> | | | |
| <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

Reflection Questions for Indicator 29

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|--|---|
| What actions are needed to sustain the role of the school in generating a community wide effort to ensure 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? |

Indicator 30 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

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

Rating Rubric

| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
|--|--|--|--|
| <p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result, the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p> | <p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p> | <p>The leader’s behaviors enable recurring misunderstanding and misperceptions about the leader’s conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs are not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p> | <p>The leader’s patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> | | <p>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:</p> | |
| <ul style="list-style-type: none"> 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. | | <ul style="list-style-type: none"> Teacher, student, parent anecdotal evidence reflecting respect for the principal’s ethics and conduct. Recognition by community and parent organizations of | |

| | |
|--|--|
| <ul style="list-style-type: none"> • 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. • School improvement plan focuses on student success and evidence of actions taken to accomplish plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. • Other leadership evidence of proficiency on this indicator. | <p>the principal’s impact as a role model for student and adults in the community.</p> <ul style="list-style-type: none"> • Parent or student questionnaire results. • 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**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

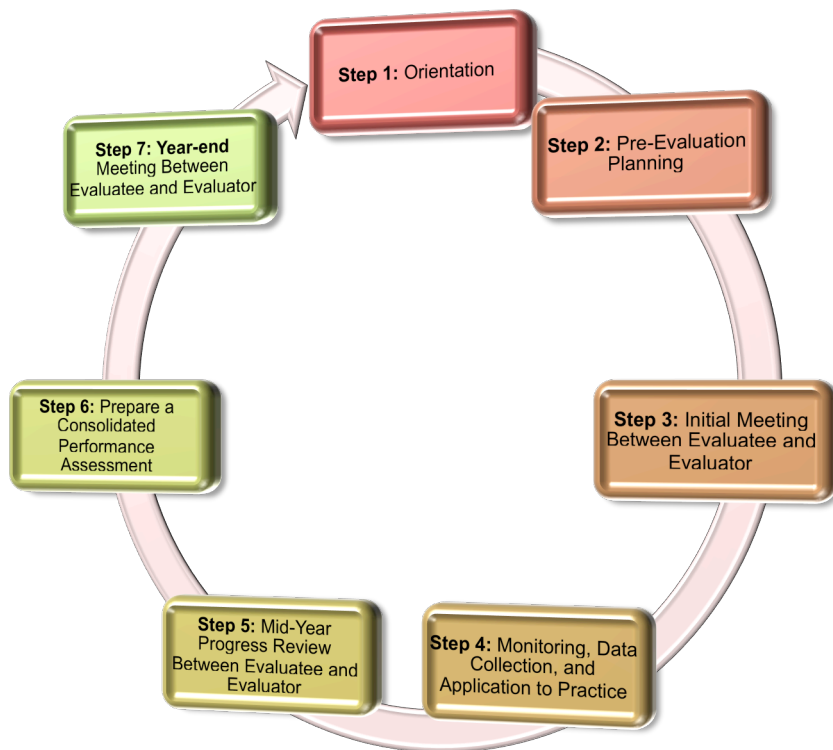
Reflection Questions for Indicator 30

| | | | |
|---|--|--|--|
| <p>Highly Effective: Leaders action’s or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p> | <p>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.</p> | <p>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.</p> | <p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> |
| <p>How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?</p> | <p>What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?</p> | <p>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?</p> | <p>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?</p> |

FSLA Process

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



The Seven Steps for BASA

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 a principal. 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 re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Florida Statute, applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders 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 school leader 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 leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- **By September 22, 2017** – The evaluatee submits BASA Self-Assessment and Deliberate Practice to evaluator.
- The evaluatee enters these ratings on the BASA document and gives Self-Assessment/ Deliberate Practice to supervisor.
- The evaluatee may begin the self-assessment using the ratings received on the most recent evaluation or the evaluatee may gather any data or evidence that supports an increased rating since the time of the most recent evaluation. (This data or evidence may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.)
- The Self-Assessment is solely used as a starting point to discuss performance for the fiscal year. It is not considered an “official” evaluation, and as such, is not submitted to the employee’s Personnel File.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on “expectations” held between leader and supervisor to address the following:

- **September 25 – October 31, 2017** - The meeting shall be held face-to-face to discuss the following:
- Evaluation processes are reviewed and questions answered.
- The Self-Assessment is discussed. Both evaluatee and evaluator state perspectives on each indicator.
- Relationship of indicators to the SIP and district-supported initiatives are discussed.
- Deliberate Practice targets are discussed and approved by evaluator or revisions are requested.
- Indicators and/or student performance measures that are of concern are discussed.

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

- ***On-going*** - Evaluator and evaluatee gather relevant evidence on the indicators.
- The evaluator and evaluatee may consider stakeholder input as supporting evidence. (i.e. letters of commendation or concern, customer survey data, etc.)

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

- ***January 16 - February 16, 2018-*** Prior to the Mid-Year meeting, the evaluator rates and enters the indicator scores into the district's BASA database. The evaluator conducts a face-to-face to Mid-Year meeting to discuss the following:
 - Actions and impacts of actions taken to enhance Indicators are reviewed.
 - If applicable, review Indicators in which the evaluator has identified for a specific status update.
 - 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:
 - If an evaluator determines that the absence of evidence indicates an Unsatisfactory (U) proficiency rating (because actions or impacts of action should be evident) then the evaluatee is provided notice that the Indicator(s) will be addressed in a follow-up meeting.
 - The evaluator communicates performance concerns with his/her supervisor.
 - The evaluator contacts Heather Parente, Employee Evaluations, 754-321-5067.
 - If the evaluator determines that the absence of evidence is explained by lack of opportunity for the evaluator to note any relevant evidence, then the evaluatee is asked to provide follow-up data on the Indicator prior to the year-end conference.
 - If the evaluator decides that the lack of evidence on one Indicator is balanced by substantial evidence on other Indicators in the same proficiency area, then no follow-up is required unless evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions, which may result in an Unsatisfactory (U) rating or not improved within an Indicator, are communicated.
- Any Indicators for which there is insufficient evidence to rate proficiency at this stage; however, will be a priority for feedback during the remainder of the year. The items are to be noted.

Step 6: Prepare a consolidated performance assessment: The evaluator and a performance rating assigned prepare The summative evaluation form.

- ***By May 14, 2018*** - If applicable, the evaluatee identifies any indicators that may have been improved upon since the Mid-Year Evaluation. Evaluatee submits the suggested changes to the evaluator. The suggested changes are revisited and discussed during the End-of-Year conversation.
- Evaluator completes final score for each of the Indicators in preparation for the Final Evaluation Meeting.
- The scores are entered into the BASA database. The evaluator prints the BASA document.

- If the evaluator is concerned about the employee's performance, concerns are shared with his/her supervisor and evaluator contacts Heather Parente, Employee Evaluations, 754-321-5067.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Performance Measures.

- **June 1– August 31, 2018-** Principals meet with each Assistant Principal
- **June 1– August 31, 2018-** Director meets with each Principal
- The meeting shall be held face-to-face to discuss the following:
- Evaluator informs evaluatee of the final Indicator scores and the Leadership and Deliberate Practice Scores.
- The Leadership Practice and Deliberate Practice Score is calculated (within iObservation).
- If the evidence supports areas of concern, they are discussed with the evaluatee.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.
- If the evaluator has performance concerns that may impact employment decisions, then the evaluator must discuss them with his/her supervisor. Follow-up discussions may warrant further discussions with the Offices of Talent Development and Human Resources.
- Evaluator and evaluatee sign the document in blue or black ink.
- The evaluatee is provided a copy of the evaluation form.
- The evaluation document is a partial evaluation (65%); therefore, it is retained on file with the supervisor. When the Student Performance portion of the evaluation is finalized, the evaluator will meet with the evaluatee to finalize the overall evaluation and to forward it to the Personnel Records Department.

**** Portfolios are not required or recommended.***

How to Score the FSLA

About the FSLA Scoring Process

The state-scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains and indicators:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement (NI)
 - Unsatisfactory (U)

Scoring:

- Direct Weighting: The FSLA score is based on ratings for each of the 30 indicators. All indicators are weighted equally and generate a rating (HE, E, NI, or U) on each indicator.

How to determine the FSLA Score.

Generating a score for the FSLA has two steps:

Step 1: Rate each Indicator

Start with judgments on the indicators. Each indicator is rated as HE, E, NI, or U based on accumulated evidence.

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

Rating Labels: What do they mean?

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

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 leader’s performance.

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

Distinguishing between proficiency ratings:

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

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

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

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

Step 2: Calculate the FSLA Score

In Step 1, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.

At the FSLA scoring stage the model provides that all 30 ratings are equally weighted and combined as follows for the Leadership Practice Score:

| Leadership Practice Score | |
|----------------------------------|---------------|
| Rating | Points |
| Highly Effective | 10.0 |
| Effective | 7.5 |
| Needs Improvement | 5.0 |
| Unsatisfactory | 2.5 |

The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

| FSLA SCORE | FSLA Proficiency Rating |
|-------------------|--------------------------------|
| 265 to 300 | Highly Effective |
| 190 to 264.5 | Effective |
| 115 to 189.5 | Needs Improvement |
| 75 to 114.5 | Unsatisfactory |

Leadership Practice Score: An assessment of the leader’s proficiency on the Florida Principal Leadership Standards (FPLS). For 2017-2018, 65% of the evaluation will be based on the Leadership Practice Score. This is based on two metrics:

- 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 will contribute 95% (of the 65%) of the Leadership Practice Score.
- Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score will contribute 5% (of the 65%).

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:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- 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

ADDITIONAL METRIC: DELIBERATE PRACTICE GUIDELINES

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership as a separate metric and it is combined with the FSLA Domain Scores to determine a summative leadership score.

| Deliberate Practice (DP) Proficiency Area(s) and Target(s) for School Leader Growth |
|--|
| <p><u>Deliberate Practice Priorities:</u> The leader and the evaluator identify one specific and measurable priority learning goal related to teaching, learning, or school leadership practices that impact student learning growth. One target is required.</p> <ul style="list-style-type: none">• The target of a deliberate practice process describes an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;• The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.• The evaluator monitors progress and provides feedback.• The target is a “thin slice” of specific gains sought – not broad overviews or long term |

goals taking years to accomplish.

- Deliberate practices ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

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

Selecting Goal Options:

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

Option 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader.

Option 3: Additional issues as appropriate.

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

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

Rating Scheme

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

Sample:

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

Scales:

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

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

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

BASA Deliberate Practice Goal

| | |
|--|-----------------|
| Employee's Name: _____ | |
| Position: _____ | |
| Evaluator's Name: _____ | |
| Position: _____ | |
| Employee's Signature: _____ | |
| Evaluator's Signature: _____ | |
| Strategic Tactic: (Indicate your tactic to align to your deliberate practice goal: ES - Early Literacy, MS - Applied Learning, HS - College/Career Readiness) | |
| | |
| Goal Statement: (Indicate a goal that is a broad statement about what you want to achieve.) | |
| | |
| Alignment to District Strategic Plan: (Indicate alignment with High Quality Instruction, Continuous Improvement, and/or Effective Communication.) | |
| | |
| Action Steps: (Indicate, a minimum of three, action steps needed to accomplish the goal.) | |
| | Timeline |
| Step 1: | |
| Step 2: | |
| Step 3: | |
| Step 4: | |
| Evidence of Success: (Indicate deliverable(s) that demonstrate progress and results of the goal.) | |
| | |
| Notes: | |
| | |

Rating Rubric

| | | | |
|--|---|---|--|
| Highly Effective: School-based administrator's actions or impact of actions relevant to this deliberate practice exceeded the targeted goal and outcomes. The effort to work on the goal and outcomes exceeded expectations. | Effective: School-based administrator's actions or impact of actions relevant to this deliberate practice met the targeted goal and outcomes. Significant effort was made to work on the goal and outcomes. | Needs Improvement: School-based administrator's actions or impact of actions relevant to this deliberate practice indicate partially meet the targeted goal and outcomes. Minimal effort was made to work on the goal and outcomes. | Unsatisfactory: School-based administrator's actions or impact of actions relevant to this deliberate practice fail to meet the targeted goal and outcomes. No significant effort was made to work on the goal and outcomes. |
| Scale Levels: Review the evidence for this deliberate practice. Rate the deliberate practice and assign one (1) proficiency level from the four ratings below. | | | |
| <input type="checkbox"/> Highly Effective | <input type="checkbox"/> Effective | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Unsatisfactory |

How to Score Deliberate Practice

Deliberate Practice Score

- The Deliberate Practice score is 5% of the overall evaluation score. Leadership Practice is worth 60% and Student Performance is worth 35%.
- The DP metric will have 1 specific growth target.
- The target will have progress points (much like a learning goal for students).
- The leader's growth on the target will be assessed as HE, E, NI, or U.

Table 1

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

Deliberate Practice Scale

Table 2

| Rating | Points |
|-------------------|-----------|
| Highly Effective | 265-300 |
| Effective | 190-264.9 |
| Needs Improvement | 115-189.9 |
| Unsatisfactory | 0-114.9 |

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.].
-

How to Calculate an Annual Performance Level

Step 1: Calculate scores for Student Performance Measures using a 300 point scale:

| Rating | Percentile | Points |
|-------------------|------------|-----------|
| Highly Effective | 87-99 | 265-300 |
| Effective | 9-86 | 190-264.9 |
| Needs Improvement | 4-8 | 115-189.9 |
| Unsatisfactory | 1-3 | 0-114.9 |

For the Student Performance measure for school administrators, schools will be combined by level and their Student Performance scores (aggregated across all the assessments listed previously) will be percentile ranked. School administrators will receive a Student Performance rating based on the chart above.

Step 2: Enter additional scores

Leadership Practice Score x .60
Deliberate Practice Score x .05
Student Performance Measure x .35

The total will be the overall score on a 0-300 scale.

| Performance Score Ranges | Performance Level Rating |
|--------------------------|--------------------------|
| 261 - 300 | Highly Effective |
| 185 - 260.9 | Effective |
| 115 – 184.9 | Needs Improvement |
| 0 – 114.9 | Unsatisfactory |

Example:

LP 250 x .60 = 150.0
 DP 240 x .05 = 12.0
 SG 240 x .35 = 84.0

LP + DP + SG = 246.0

Overall Performance score of 246.0 = rating of Effective

2017-2018 BASA DATA ENTRY PAGE

SELECT ONE: SELF-ASSESSMENT MID-YEAR FINAL

Principal: _____ Personnel Number: _____
 School: _____ Location Number: _____
 Office of School Performance and Accountability Officer: _____

| | DELIBERATE PRACTICE GOAL | Rating |
|---------------------------------|--|---|
| DELIBERATE PRACTICE | | |
| STUDENT ACHIEVEMENT | Indicator 1 - Academic Standards | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 2 - Performance Data | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 3 - Planning & Goal Setting | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 4 - Student Achievement Results | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 5 - Learning Organization | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 6 - School Climate | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 7 - High Expectations | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 8 - Student Performance Focus | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| INSTRUCTIONAL LEADERSHIP | Indicator 9 - Standards Based Instruction & Learning Goal Alignments | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 10 - Curriculum Alignments | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 11 - Quality Assessments | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 12 - Faculty Effectiveness | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 13 - Feedback Practices | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 14 - Instructional Initiatives | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 15 - Facilitating & Leading Prof. Learning | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 16 - Student-Centered | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 17 - Success-Oriented | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 18 - Achievement Gaps | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| ORGANIZATIONAL LEADERSHIP | Indicator 19 - Problem Solving | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 20 - Quality Control | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 21 - Technology Integration | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 22 - Delegation | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 23 - Relationships | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 24 - Operational Effectiveness | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 25 - Strategic Instructional Resourcing | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 26 - Clear Goals & Expectations | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 27 - Accessibility | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 28 - Recognitions | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| PROFESSIONAL & ETHICAL BEHAVIOR | Indicator 29 - Resiliency/Commitment | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |
| | Indicator 30 - Professional Conduct | <input type="radio"/> HE <input type="radio"/> EFF <input type="radio"/> NI <input type="radio"/> U |



BROWARD COUNTY PUBLIC SCHOOLS
 Broward Assessment for
 School-Based Administrators (BASA)
 2017-2018 Evaluation

Principal: _____ Personnel Number: _____

School: _____ Location Number: _____

Office of School Performance and Accountability Officer: _____

BASA Deliberate Practice Scale

DELIBERATE PRACTICE SCORE (5%)

_____ / _____

| | | | |
|----------------|-------------|-------------------|-------------|
| Unsatisfactory | 0 - 114.9 | Needs Improvement | 115 - 189.9 |
| Effective | 190 - 264.9 | Highly Effective | 265 - 300 |

BASA Leadership Practice Scale

LEADERSHIP PRACTICE SCORE (60%)

_____ / _____

| | | | |
|----------------|-----------|-------------------|-----------|
| Unsatisfactory | 0 - 114.9 | Needs Improvement | 115-189.9 |
| Effective | 190-264.9 | Highly Effective | 265 - 300 |

BASA Student Performance Scale

STUDENT PERFORMANCE SCORE (35%)

_____ / _____

| | | | |
|----------------|-----------|-------------------|-----------|
| Unsatisfactory | 0 - 114.9 | Needs Improvement | 115-189.9 |
| Effective | 190-264.9 | Highly Effective | 265-300 |

BASA Overall Scale

OVERALL EVALUATION

_____ / _____

| | | | |
|----------------|-------------|-------------------|-------------|
| Unsatisfactory | 0 - 114.9 | Needs Improvement | 115 - 184.9 |
| Effective | 185 - 260.9 | Highly Effective | 261 - 300 |

COMMENTS:

Appraiser _____
 PRINT NAME

Appraisee _____
 PRINT NAME

 Appraiser's Signature Date

 Appraiser's Signature Date

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 other personnel provide input, 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.].

EVALUATORS

Observers who supervise the employee to include principal, director, and his/her supervising designee will conduct evaluations, observations, and data collection conversations. Input into the evaluation may also be provided from district staff. All employees must be oriented to the BASA System by September each year. Newly hired personnel must be oriented upon employment.

TRAINING AND REFLECTION

The content of the BASA 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 their 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.

The evaluation of administrators will be part of their supervising administrator's evaluation. It will be the responsibility of the supervising principal or director to ensure that evaluations of personnel are aligned with the requirements of the evaluation system. Additionally, during the first year of implementation, the Evaluation Committee met bi-weekly to discuss the progress of the implementation, and student performance measures and reviewed district-wide results for inter-rater reliability and made corrections/additions to the system as needed.

Inter-rater reliability: Supervising administrators in the district should be able to provide subordinates similar feedback and ratings so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:

- The “look fors” – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
- The Rubrics – how to distinguish proficient levels.
- Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

Observer Development

Directors and principals are provided with annual updates for the BASA Instruments in order for the supervisors to orient their staff.

Employee Development

Professional learning will be available on an on-going basis for deepening the knowledge and skill at all employee levels. The School Board developed and offered various courses and delivery methods to all educators who wish to increase their awareness and performance in the BASA. A process has been developed to assist employees, identified as needing improvement or unsatisfactory, in getting sound professional assistance and development to help correct job performance deficiencies. Other skilled individuals may be assigned, as appropriate, to increase employees' opportunities to succeed. As the District continues to develop support structures such as mentors, coaches, and peer reviewers, the District will determine and provide the appropriate training and development.

Performance/Evaluation Data Collection

Data collection will be an ongoing process aligned to the 7-step evaluation process to include mid-year and end-of-year conversations. Feedback will be provided during and after each conversation. Written and face-to-face feedback will also be provided as need arises.

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

Evaluation of Administrators:

All administrators will be evaluated using the BASA evaluation system twice annually Once at mid-year and then again at the end of the school. Data from the end-of-year will be utilized to calculate the administrators’ final evaluation.

Parental Input

Performance criteria provide for parental input as required in the Collective Bargaining Agreement (Within thirty (30) days after the start of each school year, parents will be notified in writing by each school administration of their right to provide input into employee performance assessments when appropriate in accordance with F.S. 1012.34.).

Peer Assistance

A Peer will be deployed by the District for the purpose of coaching and support based on identified areas of deficiency and current Leadership Practice Score. Peer assistance is in addition to, and not to replace the support already established by the immediate supervisor.

Marjory Stoneman Douglas High School - Special Criteria

Under Florida House Bill 7055, Marjory Stoneman Douglas High School (MSDHS) was given the following testing accommodations: “students enrolled in Marjory Stoneman Douglas High School are exempt from taking the statewide standardized assessments administered pursuant to s. 1008.22, Florida Statutes; however, the school shall administer industry certification assessments, national assessments, and statewide standardized assessments for any student who chooses to take the assessment.”

Given the impact these testing accommodations will have on the school administrators at MSDHS, administrators at this school will earn a 2017-18 overall evaluation rating based on the higher score of the following two options:

| Option 1 | Option 2 |
|-------------------------|-------------------------|
| 60% Leadership Practice | 95% Leadership Practice |
| 5% Deliberate Practice | 5% Deliberate Practice |
| 35% Student Performance | 0% Student Performance |

For school administrators at MSDHS whose higher score is Option 2 (no Student Performance), they will remain eligible for all entitlements that require an evaluation pursuant to FS 1012.34. This includes, but is not limited to, Pay for Performance increases and the State of Florida’s Best & Brightest Scholarship Award.

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.].

.....

USE OF EVALUATION RATINGS TO INFORM HUMAN CAPITAL DECISIONS

School administrator evaluation results are a component used to inform the district's human capital decisions. Human capital decisions include, but are not limited to, the determination of professional development, assignment of support structures, renewal of contract or reappointment, transfers, promotions or additional responsibilities, non-renewal of contracts or termination of employment, and compensation.

Evaluation

The individual responsible for supervising the employee will evaluate the employee's performance, but may consider input from other supervising personnel. The evaluator will submit the written report to the employee no later than 10 days after the final evaluation takes place. The evaluator will meet with each administrator to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Leadership Practice Score is discussed with the employee in detail with a full explanation of the final rating. The employee will have the right to initiate a written response to the evaluation, and the response will become a permanent attachment to his or her personnel file. The evaluator will submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

Superintendent Annual Notification

The district school superintendent shall annually notify the Department of Education of any school administrator who receive two consecutive unsatisfactory evaluations; three consecutive needs improvement evaluations, or three consecutive years of a combination of needs improvement and/or unsatisfactory evaluations. The district school superintendent shall also notify the Department of Education of any school administrator who are given written notice by the district of intent to terminate or non-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.].

.....

It will be the responsibility of the supervising district administrator to ensure that evaluations of school-based administrators are aligned with the requirements of the evaluation system.

All evaluators must be oriented to the tool annually in order to be able to observe and evaluate administrators. This orientation outlines the proper use of the tool, evaluation criteria and procedures focused around the BASA 7-step process as follows:

Step 1: Orientation – All administrators using BASA to evaluate or be evaluated must be oriented.

Step 2: Pre-Evaluation Planning –

- The evaluatee submits BASA Self-Assessment and Deliberate Practice to evaluator.
- The evaluatee enters these ratings on the BASA document and gives Self-Assessment / Deliberate Practice to the supervisor. The BASA Self-Assessment and Deliberate Practice documents can be found on the Employee Evaluations website under the Evaluation Instruments page.
- The Self-Assessment is solely used as a starting point to discuss performance for the fiscal year.

It is not considered an "official" evaluation, and as such, is not submitted to the employee's Personnel File.

Step 3: Initial Meeting Between Evaluatee and Evaluator -

- The meeting shall be held face-to-face to discuss the following:
 - Evaluation processes are reviewed and questions answered.
 - The Self-Assessment is discussed. Both the evaluatee and evaluator state perspectives on each indicator.
 - Relationship of indicators to the SIP and district-supported initiatives are discussed.
 - Deliberate Practice Targets are discussed and approved by evaluator or revisions are requested.
 - Indicators and/or student growth measures that are of concern are discussed.

Step 4: Monitoring, Data Collection, and Application to Practice - This step is on-going as the evaluator and evaluatee gather relevant evidence on the indicators.

- Evaluator and evaluatee gather relevant evidence on the indicators.
- The evaluator and evaluatee may consider stakeholder input as supporting evidence (i.e. letters of recommendation or concern, customer survey data, etc.)

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

- Prior to the Mid-Year meeting, the evaluator rates and enters the indicator scores into the BASA form within FileMaker. The evaluator conducts a face-to-face Mid-Year meeting to discuss the following:
 - Actions and impacts of actions taken to enhance Indicators are reviewed.
 - If applicable, review Indicators in which the evaluator has identified for a specific status update.
 - 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:
 - If an evaluator determines that the absence of evidence indicates an Unsatisfactory (U) proficiency rating (because actions or impacts of action should be evident) then the evaluatee is provided notice that the Indicator(s) will be addressed in a follow-up meeting.
 - The evaluator communicates performance concerns with his/her supervisor. -
 - The evaluator contacts Employee Evaluations.
 - If the evaluator determines that the absence of evidence is explained by lack of opportunity for the evaluator to note any relevant evidence, then the evaluatee is asked to provide follow-up data on the Indicator prior to the year-end conference.
 - If the evaluator decides that the lack of evidence on one Indicator is balanced by substantial evidence on other Indicators in the same proficiency area, then no follow-up is required unless evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
 - Any actions or inactions, which may result in an Unsatisfactory (U) rating or not improved within an Indicator, are communicated.
 - Any Indicators for which there is insufficient evidence to rate proficiency at this stage; however, will be a priority for feedback during the remainder of the year. The items are to be noted.

Step 6: Evidence Submission in Preparation of Final Evaluation -

- If applicable, the evaluatee identifies any indicators that may have been improved upon since the Mid-Year Evaluation. Evaluatee submits the suggested changes to the evaluator. The suggested changes are revisited and discussed during the End-of-Year conversation.
- Evaluator completes final score for each of the Indicators in preparation for the Final Evaluation Meeting.

- The scores are entered into the FileMaker database. The evaluator prints the BASA document.
- If the evaluator is concerned about the employee's performance, concerns are shared with his/her supervisor and evaluator contacts Employee Revaluations. The meeting shall be held face-to-face to discuss the following:

Step 7: Final Evaluation Meeting Between Evaluatee and Evaluator -

- Principal meets with each Assistant Principal and Director meets with each Principal.
- The meeting shall be held face-to-face to discuss the following:
 - Evaluator informs evaluatee of the final Indicator scores and the Leadership and Deliberate Practice Scores.
 - The Leadership Practice and Deliberate Practice Scores are calculated.
 - If the evidence supports areas of concern, they are discussed with the evaluatee.
 - Review priority growth issues that should be considered at next year's step 2 and step 3 processes.
 - If the evaluator has performance concerns that may impact employment decisions, then the evaluator must discuss them with his/her supervisor. Follow-up discussions may warrant further discussions with Employee Evaluations.
 - Evaluator and evaluatee sign the document in blue or black ink.
 - The evaluatee is provided a copy of the evaluation form.
 - The evaluation document is a partial evaluation (35%); therefore, it is retained on file with the supervisor. When the Student Growth portion of the evaluation is finalized, the evaluator will meet with the evaluatee to finalize the overall evaluation and to forward it to the Personnel Records Department.

Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)1., F.A.C.]

Evaluators follow the 7 step process (listed above) for the BASA evaluation system. There are on-going conversations regarding the evaluatee's performance and evaluation scores are shared during the mid-year and final review.

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.]

The Employee Evaluations Department is responsible for monitoring and modifying BASA as needed. The Department ensures that evaluators are following district policies and procedures aligned to the evaluation system. The system operates at both the school and district levels providing access for employees at all skill levels. The Department sends out regular communication documents as well as attends monthly principal/assistant principals' meetings to review evaluation updates.

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

Continuous improvement is an integral piece of the evaluation system. Feedback is provided to administrators in a variety of ways: through conferences/meetings and during each of the evaluation steps to include the mid-year conversation, data reviews, and on the final evaluation form. Supervisors then collaborate with each other to ensure that ratings are consistent district-wide.

A comprehensive plan has been developed and implemented to identify individual professional development by reviewing district-wide evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, ratings are reviewed to identify areas of weaknesses. The data will be used to assist in the development of professional learning experiences to target the areas in need of growth.

Alignment with School Improvement Plan - Use of evaluation data to inform school and district improvement plans; [Rule 6A-5.030(2)(j)5., F.A.C.]

As required by state statute, administrator evaluations include student performance scores and are aligned to District/school improvement plans. Leadership practice results are used to guide the development of the administrators' professional development plans, and school and district improvement plans. Evaluation results will be used to decide how personnel are assigned/deployed in the school/district setting to maximize student achievement growth and aligned to the improvement plans.

- Administrators, and administrator supervisors reflect on current data (Leadership Practice/Deliberate Practice Scores) that is real-time within the electronic evaluation system and summative data (Student Performance Scores) as soon as it becomes available.
- The Employee Evaluations Department attends District, Principal, and Assistant Principal meetings to share data and provide information to support school improvement plans.

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

- The principal, assistant principal, and District administrators (who have teachers within their department) have on-going discussions about the evaluation instrument. Supervising administrators are responsible for ensuring that each principal/assistant principal is oriented to the system and that the required evaluation is completed.
- The Employee Evaluations Department coordinates training programs for assessors and educators as it relates to the evaluation system. This department makes direct interventions with principals and teachers when performance is determined to be unsatisfactory or less than effective and deploys Peer Reviewers to assist select educators in need of improving performance.
- Administrators are oriented to the evaluation system annually and by September 15th.
- The Employee Evaluations Department meetings with the BPAA representatives through BASA Review Meetings. During these meetings, evaluation concerns and recommendations are discussed.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators confirmed the inclusion of student performance:

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

For all school administrators:

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

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators:

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

For all school administrators:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

Description of training programs:

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

Documented:

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

For school administrators:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district's criteria for inclusion of parental input.
- Description of manner of inclusion of parental input.

- Description of the district's peer assistance process, if any.
- Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

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

District Self-Monitoring

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

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- Evaluators provide necessary and timely feedback to employees being evaluated.
- Evaluators follow district policies and procedures in evaluation system(s).
- The use of evaluation data to identify individual professional development.
- The use of evaluation data to inform school and district improvement plans.