School District of DeSoto County

School Administrator Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective May 2023.

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview

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

The School District of DeSoto County's vision is "Building minds leveraging all available resources to ensure every graduate is ready for college, career, and life." To enable the School District of DeSoto County to fulfill its vision, we promote student success by supporting educators and leaders continuously improve their practices. We believe that school leaders' influence on student achievement is largely indirect, they improve teaching and learning in the schools they lead by influencing beliefs, attitudes, and conditions about teaching and learning. To support our leaders we will implement job-embedded professional development opportunities, and implement an evaluation system that will be utilized as a growth model to assess administrator effectiveness and promote continuous improvement.

Our evaluations are comprised of two components: Student achievement and supervisor observation.

- **Student Achievement:** The Student Performance Rating is determined by School Grade (20% of Summative Evaluation) and by VAM Scores of all educators that are assigned a VAM by the state (20% of Summative Evaluation). Together, the School Grade and VAM Scores will account for 40% of the Summative Evaluation. In years in which VAM is not available the point value for School Grade will be doubled to equal 40 possible points.

School Grade	School VAM	Point Value for Each
A	Highly Effective	20
B	Effective	15
C	Needs Improvement	10
D	Unsatisfactory	5
F	Unsatisfactory	0

(If the School Grade improved at least one letter grade from previous year an additional 5 points will be added to the School Grade Point Value.)

- **Supervisor Observation:** Supervisors evaluate leaders based on information gathered through observations and evidence of performance that demonstrate professional practice and responsibilities.

Part II: Evaluation System Requirements

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

System Framework

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

☒ The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

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

- ➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
- ➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

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

Evaluation Procedures

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

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

- ➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- ➢ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- ➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- ➢ The evaluator must discuss the written evaluation report with the employee.
- ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ➢ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- ➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

➢ Planning of professional development; and
➢ Development of school and district improvement plans.

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

Notifications

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

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

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

District Self-Monitoring

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

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

Part III: Evaluation Procedures

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

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	Start of school year and ongoing.	The evaluation criteria are presented to all administrators from their direct supervisor. The evaluation criteria are posted on the District Website; as needed, the HR Director arranges for additional training in the use of the system.
Principals	Start of school year and ongoing.	The evaluation criteria are presented to all administrators from their direct supervisor. The evaluation criteria are posted on the District Website; as needed, the HR Director arranges for additional training in the use of the system.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Continuously throughout the school year.	Evaluators collect anecdotal and quantitative data on administrator and student performance throughout the school year through site visits, on-the-job observations, and data analysis.
Principals	Continuously throughout the school year.	Evaluators collect anecdotal and quantitative data on administrator and student performance throughout the school year through site visits, on-the-job observations, and data analysis.

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	At least once per year.	Informally throughout the year; formally during the second semester	Final evaluation results are communicated verbally and in writing at a private post-evaluation meeting held by June 30th
Principals	At least once per year.	Informally throughout the year; formally during the second semester	Final evaluation results are communicated verbally and in writing at a private post-evaluation meeting held by June 30th

Part IV: Evaluation Criteria

A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In DeSoto County, instructional leadership accounts for 60% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

   - The evaluator rates all components of the evaluation instrument (rubric on the following pages) at the end of the year in a holistic manner. To determine evaluation ratings, the evaluator assesses the performance of the instructional leader based on information gathered through observations, as well as other evidence of performance that demonstrates professional practice and responsibilities. Evaluators consider all interactions with a leader and all evidence available that would inform the final evaluation ratings.
   - Each component of the rubric is equally weighted in the overall Instructional Leadership Practice Rating. Within each component, each performance level is worth a different point value for the component:
     - Requires Action: 0 points
     - Progressing: 2.5 point
     - Accomplished: 5 points
     - Exemplary: 7.5 points
   - To generate a rating, the points awarded for the component (based on the performance level rated) are summed to determine the total Instructional Leadership Practice Rating out of a possible 60 points.
   - For an example of the rubric calculation, see the chart below:

Component	Rating	Points
1. Professional and Ethical Norms	Accomplished	**5**
2. Vision and Mission	Progressing	**2.5**
3. Operations and School Management	Accomplished	**5**
4. Student Learning & Continuous School Improvement	Exemplary	**7.5**
5. Learning Environment	Exemplary	**7.5**
6. Professional Capacity and Learning	Progressing	**2.5**
7. Building Leadership Expertise	Progressing	**2.5**
8. Meaningful Family and Community Engagement	Accomplished	**5**
Overall Instructional Leadership Practice Rating		**37.5/60**

	Performance Rating			
	Requires Action (0)	**Progressing (2.5)**	**Accomplished (5)**	**Exemplary (7.5)**
1. Professional and Ethical Norms: Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.	The expectation of Progressing practice is not met	The leader attempts to act ethically and according to professional norms to promote the academic success and well-being of all students. Attempts are inconsistently successful.	The leader is a school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished school community leader who acts ethically and according to professional norms to promote the academic success and well-being of all students.

The Accomplished…

Assistant Principal:
- Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as state, local school, and governing board policies;
- Acknowledges that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.
- Accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.
- Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership.

School Principal:
- Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, as well as state, local school, and governing board policies;
- Acknowledges that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.
- Accepts accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.
- Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership.

Performance Rating			
Requires Action (0)	**Progressing (2.5)**	**Accomplished (5)**	**Exemplary (7.5)**

| 2. Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. | The expectation of Progressing practice is not met | The leader attempts to collaborate with stakeholders and develop, advocate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful. | The leader collaborates with stakeholders to develop, advocate and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. | The leader exceeds the high expectations of an accomplished leader who collaborates with stakeholders to develop, advocate, and enact a shared vision, mission and core values to promote the academic success and well-being of all students. |

The Accomplished...

Assistant Principal:	School Principal:
• Assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. • Collaborates in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students. • Collaborates, supports, and models the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. • Assists and supports the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable. • Recognizes individuals for contributions toward the school vision and mission.	• Collaborates with district and school leaders in the alignment of the school vision and mission with district initiatives, State_Board of Education priorities, and current educational policies. • Collaborates with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students. • Collaborates to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. • Strategically develops and implements systems to achieve the vision and mission of the school – reflecting and adjusting when applicable. • Recognize individuals for contributions toward the school vision and mission.

Performance Rating			
Requires Action (0)	**Progressing (2.5)**	**Accomplished (5)**	**Exemplary (7.5)**
The expectation of Progressing practice is not met	The leader attempts to manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who manages school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

3. School Operations, Management, and Safety:

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

The Accomplished...

Assistant Principal:
- Collaborates with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.
- Collaborates with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
- Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
- Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.
- Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders.
- Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.
- Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develop and maintain effective relationships with the district office and governing board.
- Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.
- Collaborate with the school principal to ensure compliance with the requirements for school safety.
- Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment
- Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

School Principal:
- Manages the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.
- Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
- Organizes time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
- Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.
- Utilizes and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders.
- Informs the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.
- Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develops and maintains effective relationships with the district office and governing board.
- Creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.
- Ensures compliance with the requirements for school safety.
- Utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment.
- Collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

	Performance Rating			
	Requires Action (0)	**Progressing (2.5)**	**Accomplished (5)**	**Exemplary (7.5)**
4. Student Learning and Continuous School Improvement: Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.	The expectation of Progressing practice is not met	The leader attempts to act as an agent for continuous improvement to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader acts as an agent for continuous improvement to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who acts as an agent for continuous improvement to promote the academic success and well-being of all students.

The Accomplished...

Assistant Principal:	School Principal:
• Assists with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students. • Monitors and ensures the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan. • Collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning. • Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps. • Utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning. • Supports and openly communicates the need for, process for, and outcomes of improvement efforts. • Ensures and monitors the implementation of the Florida Educator Accomplished Practices.	• Creates and maintains a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students. • Ensures alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan. • Develops a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs. • Promotes the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps. • Ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments. • Manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. • Ensures and monitors the implementation of the Florida Educator Accomplished Practices.

	Performance Rating			
	Requires Action (0)	**Progressing (2.5)**	**Accomplished (5)**	**Exemplary (7.5)**
5. Learning Environment: Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students	The expectation of Progressing practice is not met	The leader attempts to cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of students. Attempts are inconsistently or partially successful.	The leader cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.	The leader exceeds the high expectations of an accomplished leader who cultivates a caring, rigorous, and supportive school community that promotes the academic success and well-being of students.

The Accomplished...	
Assistant Principal: • Collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment. • Facilitates a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. • Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	School Principal: • Develops and maintains routines and procedures that foster a safe, respectful, and student-centered learning environment. • Cultivates and protects a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Delivers timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. • Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

	Performance Rating			
	Requires Action (0)	**Progressing (2.5)**	**Accomplished (5)**	**Exemplary (7.5)**
6. Professional Capacity and Learning Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	The expectation of Progressing practice is not met	The leader attempts to build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of students. Attempts are inconsistently or partially successful.	The leader builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of students.	The leader exceeds the high expectations of an accomplished leader who builds the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of students.

The Accomplished...

Assistant Principal:

- Assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.
- Attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
- Collaborates with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
- Collaborates with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.
- Collaborates with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.
- Supports the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement.
- Collaborates with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement.
- Collaborates with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.
- Adheres to the professional learning standards adopted by the State Board of Education in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

School Principal:

- Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;
- Attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
- Identifies instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
- Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.
- Develops school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.
- Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement.
- Monitors and evaluates professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.
- Provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.
- Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

	Performance Rating			
	Requires Action (0)	**Progressing (2.5)**	**Accomplished (5)**	**Exemplary (7.5)**
7. Building Leadership Expertise Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.	The expectation of Progressing practice is not met	The leader attempts to cultivate, support, and develop other leaders within the organization to promote the academic success and well-being of all students. Attempts are inconsistently or partially successful.	The leader actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students.	The leader exceeds the high expectations of an accomplished leader who actively cultivates, supports, and develops other leaders within the organization to promote the academic success and well-being of all students. An exemplary leader also pursues learning opportunities to grow professionally.

The Accomplished…

Assistant Principal:	School Principal:
• Develops and supports open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content. • Collaborates with the school principal to cultivate a diverse group of emerging teacher leaders. • Develops capacity in teacher leaders and hold them accountable. • Plans for and provide opportunities for mentoring new personnel.	• Develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. • Cultivates current and potential school leaders and assist with the development of a pipeline of future leaders. • Develops capacity by delegating tasks to other school leaders and holding them accountable. • Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

Performance Rating			
Requires Action (0)	**Progressing (2.5)**	**Accomplished (5)**	**Exemplary (7.5)**

	Requires Action (0)	Progressing (2.5)	Accomplished (5)	Exemplary (7.5)
8. Meaningful Family and Community Engagement Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.	The expectation of Progressing practice is not met	The leader attempts to utilize multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of students. Attempts are inconsistently or partially successful.	The leader utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of students.	The leader exceeds the high expectations of an accomplished leader who utilizes multiple means of reciprocal communication to build relationships and collaborate with stakeholders to promote the academic success and well-being of students.

The Accomplished...

Assistant Principal:
- Understands, values, and employs the community's cultural, social, and intellectual context and resources.
- Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders.
- Maintains high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.
- Recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.
- Utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

School Principal:
- Understands, values, and employs the community's cultural, social, and intellectual context and resources.
- Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders.
- Maintains high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.
- Recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.
- Utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In DeSoto County, other indicators of performance account for 0% of the school administrator performance evaluation.

2. Description of additional performance indicators, if applicable. N/A

3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance. N/A

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In DeSoto County, performance of students accounts for 40% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the Student Performance Rating for school administrators, including performance standards for differentiating performance.

   - The Student Performance Rating is determined by School Grade (20% of Summative Evaluation) and by VAM Scores of all educators that are assigned a VAM by the state (20% of Summative Evaluation). Together the School Grade and VAM Scores will account for 40% of the Summative Evaluation. In years in which VAM is not available the point value for School Grade will be doubled to equal 40 possible points.

School Grade	School VAM	Point Value for Each
A	Highly Effective	20
B	Effective	15
C	Needs Improvement	10
D	Unsatisfactory	5
F	Unsatisfactory	0

(If the School Grade improved at least one letter grade from previous year an additional 5 points will be added to the School Grade Point Value.)

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.

   • Each employee's total Instructional Leadership Practice Rating is calculated following the method described on page nine. This rating is on a 0–60-point scale, with 60 points being the maximum Instructional Leadership Practice Rating.

   • Each employee's Student Performance Rating is determined as described on page 18. This Rating is on a 0–40-point scale, with 40 points being the maximum rating.

   • The Instructional Leadership Practice Rating and Student Performance Rating are summed to give a Total Evaluation Rating. This rating is on a 0–100-point scale, with 100 points being the maximum Total Evaluation Rating.

     Instructional Leadership Practice Evaluation Rating: 0-60 points
     + School Grade: 0-20 points
     School VAM: 0-20 points

     Total Evaluation Rating: 0-100 points

   • The calculated Total Evaluation Rating is then used to determine the performance levels, HE, E, NI, and U. The chart below details rating ranges that correspond to each performance level.

Total Evaluation Rating	Performance Level
75-100	Highly Effective (HE)
50-74.9	Effective (E)
30-49.9	Needs Improvement (NI)
0-29.9	Unsatisfactory (U)

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

Elementary Principal – Highly Effective

Component	Rating	Points
1. Professional and Ethical Norms	Accomplished	**5**
2. Vision and Mission	Progressing	**2.5**
3. Operations and School Management	Accomplished	**5**
4. Student Learning & Continuous School Improvement	Exemplary	**7.5**
5. Learning Environment	Exemplary	**7.5**
6. Professional Capacity and Learning	Progressing	**2.5**
7. Building Leadership Expertise	Accomplished	**5**
8. Meaningful Family and Community Engagement	Accomplished	**5**
Overall Instructional Leadership Practice Rating		**40/60**

School Grade	**School VAM**	**Point Value for Each**
A	Highly Effective	20
B	Effective	15
C	Needs Improvement	10
D	Unsatisfactory	5
F	Unsatisfactory	0

School Grade: B (C last school year) = 15 + 5 (bonus points-increased letter grade) = 20 points
VAM: Highly Effective (HE) = 20 points

Instructional Leadership Practice Evaluation Rating: **40 points**
+ School Grade: **20 points**
School VAM: **20 points**

Total Evaluation Rating: **80 points Highly Effective (HE)**

Total Evaluation Rating	Performance Level
75-100	Highly Effective (HE)
50-74.9	Effective (E)
30-49.9	Needs Improvement (NI)
0-29.9	Unsatisfactory (U)

High School Assistant Principal – Unsatisfactory

Component	Rating	Points
1. Professional and Ethical Norms	Accomplished	**5**
2. Vision and Mission	Progressing	**2.5**
3. Operations and School Management	Progressing	**2.5**
4. Student Learning & Continuous School Improvement	Requires Action	**0**
5. Learning Environment	Progressing	**2.5**
6. Professional Capacity and Learning	Progressing	**2.5**
7. Building Leadership Expertise	Progressing	**2.5**
8. Meaningful Family and Community Engagement	Requires Action	**0**
Overall Instructional Leadership Practice Rating		**12.5/60**

School Grade	School VAM	Point Value for Each
A	Highly Effective	20
B	Effective	15
C	Needs Improvement	10
D	Unsatisfactory	5
F	Unsatisfactory	0

School Grade: D (remained the same from last year) = 5 points
VAM: Needs Improvement (NI) = 10 points

Instructional Leadership Practice Evaluation Rating: **12.5**
+ School Grade: **5 points**
School VAM: **10 points**

Total Evaluation Rating: **27.5 points Unsatisfactory (U)**

Total Evaluation Rating	Performance Level
75-100	Highly Effective (HE)
50-74.9	Effective (E)
30-49.9	Needs Improvement (NI)
0-29.9	Unsatisfactory (U)

Appendix A – Evaluation Framework Standards

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each set of descriptors (i.e., assistant principal and school principal) of the Florida Educational Leadership Standards.

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
1. Professional and Ethical Norms	
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1. Professional and Ethical Norms
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1. Professional and Ethical Norms
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1. Professional and Ethical Norms
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1. Professional and Ethical Norms
2. Vision and Mission	
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2. Vision and Mission
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	2. Vision and Mission
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2. Vision and Mission
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2. Vision and Mission
e. Recognize individuals for contributions toward the school vision and mission.	2. Vision and Mission
3. School Operations, Management, and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3. Operations and School Management
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3. Operations and School Management

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	3. Operations and School Management
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3. Operations and School Management
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3. Operations and School Management
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3. Operations and School Management
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3. Operations and School Management
h. Develop and maintain effective relationships with the district office and governing board;	3. Operations and School Management
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3. Operations and School Management
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3. Operations and School Management
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3. Operations and School Management
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3. Operations and School Management
4. Student Learning and Continuous School Improvement	
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	4. Student Learning and Continuous School Improvement
b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4. Student Learning and Continuous School Improvement
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4. Student Learning and Continuous School Improvement
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4. Student Learning and Continuous School Improvement
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	4. Student Learning and Continuous School Improvement
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4. Student Learning and Continuous School Improvement
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4. Student Learning and Continuous School Improvement
5. Learning Environment	

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5. Learning Environment
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5. Learning Environment
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5. Learning Environment
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5. Learning Environment
6. Recruitment and Professional Learning	
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6. Professional Capacity and Learning
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6. Professional Capacity and Learning
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6. Professional Capacity and Learning
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6. Professional Capacity and Learning
e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6. Professional Capacity and Learning
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6. Professional Capacity and Learning
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	6. Professional Capacity and Learning
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6. Professional Capacity and Learning
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6. Professional Capacity and Learning
7. Building Leadership Expertise	
Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:	

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	7. Building Leadership Expertise
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	7. Building Leadership Expertise
c. Develop capacity in teacher leaders and hold them accountable; and	7. Building Leadership Expertise
d. Plan for and provide opportunities for mentoring new personnel.	7. Building Leadership Expertise
8. Meaningful Parent, Family, and Community Engagement	
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8. Meaningful Family and Community Engagement
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8. Meaningful Family and Community Engagement
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8. Meaningful Family and Community Engagement
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8. Meaningful Family and Community Engagement
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8. Meaningful Family and Community Engagement

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
1. Professional and Ethical Norms	
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1. Professional and Ethical Norms
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1. Professional and Ethical Norms
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1. Professional and Ethical Norms
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1. Professional and Ethical Norms
2. Vision and Mission	

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2. Vision and Mission
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	2. Vision and Mission
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2. Vision and Mission
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2. Vision and Mission
e. Recognize individuals for contributions toward the school vision and mission.	2. Vision and Mission
3. School Operations, Management, and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3. Operations and School Management
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3. Operations and School Management
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	3. Operations and School Management
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3. Operations and School Management
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	3. Operations and School Management
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3. Operations and School Management
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3. Operations and School Management
h. Develop and maintain effective relationships with the district office and governing board;	3. Operations and School Management
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3. Operations and School Management
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3. Operations and School Management
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3. Operations and School Management
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3. Operations and School Management
4. Student Learning and Continuous School Improvement	

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	4. Student Learning and Continuous School Improvement
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4. Student Learning and Continuous School Improvement
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	4. Student Learning and Continuous School Improvement
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	4. Student Learning and Continuous School Improvement
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	4. Student Learning and Continuous School Improvement
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	4. Student Learning and Continuous School Improvement
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4. Student Learning and Continuous School Improvement
5. Learning Environment	
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5. Learning Environment
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5. Learning Environment
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5. Learning Environment
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5. Learning Environment
6. Recruitment and Professional Learning	
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6. Professional Capacity and Learning
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6. Professional Capacity and Learning
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6. Professional Capacity and Learning
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6. Professional Capacity and Learning

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6. Professional Capacity and Learning
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6. Professional Capacity and Learning
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6. Professional Capacity and Learning
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6. Professional Capacity and Learning
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6. Professional Capacity and Learning
7. Building Leadership Expertise	
Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	7. Building Leadership Expertise
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7. Building Leadership Expertise
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7. Building Leadership Expertise
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7. Building Leadership Expertise
8. Meaningful Parent, Family, and Community Engagement	
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8. Meaningful Family and Community Engagement
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8. Meaningful Family and Community Engagement
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8. Meaningful Family and Community Engagement
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8. Meaningful Family and Community Engagement
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8. Meaningful Family and Community Engagement

Appendix B – Observation Instruments for School Administrators

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

See pages 10-17.

Appendix C – Student Performance Measures

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

See page 18.

Appendix D – Summative Evaluation Forms

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

DC

SCHOOL DISTRICT OF DESOTO COUNTY
SCHOOL ADMINISTRATOR EVALUATION SUMMATIVE FORM
2024-2025 SCHOOL YEAR

NAME: _____ TITLE: _____

DATE: _____

	INSTRUCTIONAL LEADERSHIP COMPONENTS	RATING
1	**Professional and Ethical Norms:** Effective educational leaders act ethically and according to professional norms to promote the academic success and well being of all students.	0
2	**Vision and Mission:** Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission, and core values to promote the academic success and well being of all students.	0
3	**School Operations, Management, and Safety:** Effective educational leader's manage school operations and resources to cultivate a safe school environment and promote the academic success and well being of all students.	0
4	**Student Learning and Continuous School Improvement:** Effective educational leaders enable continuous improvement to promote the academic success and well being of all students.	0
5	**Learning Environment:** Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well being of all students.	0
6	**Recruitment and Professional Learning:** Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well being of all students.	0
7	**Building Leadership Expertise:** Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well being of all students.	0
8	**Meaningful Parent, Family, and Community Engagement:** Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well being of all students.	0
	TOTAL	0.00

Rating Scale for Components	
Requires Action:	0 points
Progressing:	2.5 points
Accomplished:	5 points
Exemplary:	7.5 points

OVERALL RATING	
School Grade	0.00
School VAM	0.00
Instructional Leadership Component Rating	0.00
Overall Evaluation Rating	0.00

Overall Evaluation Rating	
75-100	Highly Effective (HE)
50-74.9	Effective (E)
30-49.9	Needs Improvement (NI)
0-29.9	Unsatisfactory (U)

School Grade	School VAM	Point for Each
A	Highly Effective	20
B	Effective	15
C	Needs Improvement	10
D	Unsatisfactory	5
F	Unsatisfactory	0

(If the School Grade Improved at least one letter grade from previous year an additional 5 points will be added to the School Grade Point Value.)

COMMENTS:

This evaluation has been discussed with me? Circle one: Yes   No
Signature does not necessarily indicate agreement with this evaluation. Denotes receipt only.

_____
EVALUATEE SIGNATURE/DATE

_____
EVALUATOR SIGNATURE/DATE

SCHOOL ADMINISTRATOR EVALUATION SUMMATIVE FORM
2024-2025 SCHOOL YEAR (page 2)

INSTRUCTIONAL LEADERSHIP COMPONENT COMMENTS	
1	Professional and Ethical Norms:
2	Vision and Mission:
3	School Operations, Management, and Safety:
4	Student Learning and Continuous School Improvement:
5	Learning Environment:
6	Recruitment and Professional Leanring:
7	Building Leadership Expertise:
8	Meaningful Parent, Family, and Community Engagement: