



School Administrator Evaluation System



August 2024

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.

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Part I: Evaluation System Overview

Improve Student Achievement by Supporting Teacher Development.

"For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services, the district superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel..." - Section 1012.34(l)(a), Florida Statutes

Wakulla County School District has identified "cultivate opportunities for all students to become lifelong learners by offering a rigorous, relevant, and safe learning environment." our unifying mission. The underlying rationale for establishing a unifying mission is to clearly communicate the overarching educational priority in our district, while connecting all those supporting the work of the Strategic Plan to a common and meaningful purpose. These priority areas are based upon our district's collective core values and have been specifically developed to clearly communicate actionable ways in which our core values are exemplified as we carry out the work of our district and provide high-quality educational experiences for our students.

The Performance Evaluation Instrument is developed as a formative and summative evaluation system that establishes an ongoing improvement process. Specific goals tied to our school improvement plans and district strategic plan are a starting point, but ongoing monitoring of data and feedback are the driving force of growth on each campus. These goals will contribute to the implementation and success of the district's strategic goals for improvement.

At the beginning of the school year, the supervisor meets with each administrator to review the data pertinent to the school improvement plan, the district's strategic plan, input from the administrator, and any other identified areas of need. The Florida Educational Leadership Standards and Professional Code of Ethics will be reviewed as appropriate. Particular emphasis is placed upon the administrator in improving the performance of students. The administrator and supervisor then finalize the deliberate practice/district strategic planning goal form by the end of August each school year.

The administrator and supervisor will meet at mid-year to review the status of the performance objectives. The supervisor and administrator will complete all mid-year reviews of all three parts of the Leadership Framework summative form. This meeting may also be used to address areas of concern that must be added to the performance plan for the remainder of the school year.

At the end of the school year, the administrator and supervisor will review the administrator's goals and the results of each of the objectives. The supervisor is responsible for completing the

Leadership Framework Summative Evaluation form along with all final evaluations for each component.

The completed forms are signed by the supervisor and administrator. A copy of each of the signed forms is given to the administrator and the supervisor sends one copy to Human Resources.

The Leadership Summative Evaluation requires approval from the Superintendent, who is the final authority for the appointment and reappointment of administrators.

Part II: Evaluation System Requirements

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;

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- 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

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
Principals/Assistant Principals	By end of July	Each school-based administrator shall be given access to the Performance Evaluation Instrument for School/Administrators. Each administrator shall review the material and documents to become familiar with the policies, procedures, and timelines.
Principals/Assistant Principals	By end of August	<p>Working with the administrator, under his/her supervision, a deliberate practice plan of action based on established district strategic plan goals and/or specific school improvement goals.</p> <p>The administrator and supervisor will reach a consensus on any areas that need to be addressed and discuss possible strategies and the supervisor's expectations.</p> <p>The administrator and supervisor shall meet to discuss the deliberate practice goals and student growth data. The school administrator and supervisor shall have on-going communication about the progress of the administrator in meeting all three parts of the Leadership Framework Summative Evaluation, which includes the Florida Educational Leadership Standards, deliberate practice goals, and any student growth performance data indicators that are of concern.</p> <p>NOTE: If the selected administrator deliberate practice goals and student growth performance are not accepted by the administrator, the two will discuss possible revisions and the supervisor will provide recommendations. The revised administrator's goals will then be submitted for review and approval.</p>
Principals/Assistant Principals	By the end of February (or when state data is available)	A mid-year meeting and performance review may occur. During the mid-year meeting, the supervisor and the school administrator will discuss the status of the administrator's performance and determine if there is a need for remediation, a mid-year review of all three components in the Leadership framework summative

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		evaluation is officially completed at this time, and results entered on the respective evaluation instrument. The supervisor and the school administrator will retain a copy of the review for the file.
Principals/Assistant Principals	By the end of June (or when state data is available)	A final meeting and performance review shall occur at the end of each school year. Leadership Framework Summative Evaluation is officially completed by the supervisor at this time, and results entered on the respective evaluation instrument. The supervisor will submit a signed copy of the Leadership Framework Summative Evaluation Summary document to Human Resources and to the superintendent. The Leadership Framework Summative Evaluation will need the approval of the superintendent, who is the final authority for the appointment and evaluation of administrators.

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the 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
Principal/Assistant Principals	September	Submission of school improvement goals and/or district strategic plan goals, specific school growth goals
Principal/Assistant Principals	February, end of the year (or when state data is available)	Feedback cycle that supports reflective practice and re-visited mid-year and end-of-year. Review of ongoing collected data.

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Principals/Assistant Principals	1	July/June	By the end of June

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Summative Score Range:	Summative Rating:
8-9 points	HE=Highly Effective (3)
7-6 points	E=Effective (2)
5-3 points	NI=Needs Improvement (1)
2-0 points	UN=Unsatisfactory (0)

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 Wakulla County Schools, instructional leadership accounts for 66.66% 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.

Leadership Framework Summative Evaluation:

- 66.66%--Evaluation Indicators and Deliberate Practice Goals
- 33.34% --Student Growth Indicators:

Leadership Framework Summative Evaluation:

(33.33% is Evaluation Indicators and 33.33% is Deliberate Practice—total:66.66%)

Part A----Evaluation Indicators aligned to FELS (33.33%)

This component reflects the Florida Educational Leadership Standards that are linked to high-performing administrators and aligned to our strategic plan. This component consists of a feedback cycle that supports reflective practice and is re-visited mid- year and at the end of the year. Each administrator will be rated based on his or her performance on the indicators within each Proficiency Area. Ratings will indicate whether the administrator is Highly Effective on each indicator (3); is Effective on each indicator (2); Needs Improvement on each indicator (1); or is Unsatisfactory on each indicator (0).

Deliberate Practice (33.33 %)

This component is based on the school administrator's deliberate practice goals, which aligns to the school improvement and/or the district strategic plan. Each administrator will be rated on his/her level of performance and completion of the established deliberate practice goal. He/she will be rated as Highly Effective on each target (3); Effective on each target (2); Needs Improvement on each target (1);or Unsatisfactory on each the target (0).

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

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Wakulla County Schools, performance of students accounts for 33.34% 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.

Student Growth Indicators---33.34% of total evaluation

This component consists of related state school accountability data provided by the state. School-based values will be weighted for each school the administrator has been associated with up to three years of data. The administrator will be accountable for years only in which he or she was serving as an administrator of a school. If the administrator has been at the same school for each of the past three years, each year's data will be equally weighted. In the event of a transfer between schools, the weighing for each year will be the number of student scores for a given school year divided by the total number of student scores over the three-year period. If the administrator has been at the same school for three years, each year's value will be equally weighted. If the administrator has transferred, as an administrator between schools, the individual year's data will be weighted as from each school to which the administrator was assigned over the three-year period.

Summative Score Range:	Summative Rating:
8-9 points	HE=Highly Effective (3)
7-6 points	E=Effective (2)
5-3 points	NI=Needs Improvement (1)
2-0 points	UN=Unsatisfactory (0)

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Elementary Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	3rd Grade Reading	Summative Score (3 Year AVG Rounded)				
Current Year							62 and above	HE-3			
Prior Year							54-61	E-2			
Prior-Prior Year							42-53	NI-1			
3 Year Average Total:							0-41	U-0			
Middle Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Civics	Middle Acceleration				
Current Year											
Prior Year											
Prior-Prior Year											
3 Year Average Total:											
High School Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Social Studies	CCA	GRAD			
Current Year											
Prior Year											
Prior-Prior Year											
3 Year Average Total:											
District Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Social Studies	3rd Grade Reading	Middle Acceleration	CCA	GRAD	
Current Year											
Prior Year											
Prior-Prior Year											
3 Year Average Total:											

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

The administrator and the evaluator will meet at mid-year to review the status of the Leadership Framework Summative Evaluation form. The evaluator will complete the mid-year review section of each of the three parts. Principals shall do likewise with all assistant principals at each school. The mid-- year meeting and review may also be used to address areas of concern. This meeting will be completed in February of each year.

D. Summative Rating Calculation

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

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

The Leadership Framework Summative Evaluation is composed of three scores:
Evaluation Indicators (33.33%) and Deliberate Practices (33.33%)=Total of 66.6%
Student Growth Indicators (33.34%)

Part A: Evaluation Indicators (33.33%) and Deliberate Practices (33.33%)—Total of 66.66%

There are eight standards with 50 Indicators in the Florida Educational Leadership Standards.
Each Indicator rating is converted to a numeric score with 3- HE, 2- E, 1-NI, 0-U.
Evaluator adds up each indicator to receive an overall score, which is converted into HE, E, NI, U points.

<i>Evaluation Indicators aligned to the FELS</i>		<i>Evaluation Indicator Score</i>
134-154	HE=Highly Effective	3
114-133	E=Effective	2
94-113	NI=Needs Improvement	1
0-93	UN=Unsatisfactory	0

This portion will be worth one-third of the final Summative Rating.

Deliberate Practices (33.33%)

Each administrator will complete three deliberate practice goals focused on the school improvement plan and/or district strategic plan. Target values are determined based on overall scoring from each Deliberate Practice Goal.
Example: DP 1 +DP2+DP3 = Final Score (See chart below.)

Deliberate Practice Range:	Deliberate Practice Rating:
8-9 points	HE=Highly Effective (3)
7-6 points	E=Effective (2)
5-3 points	NI=Needs Improvement (1)
2-0 points	UN=Unsatisfactory (0)

This portion will be worth one- third of the final Summative Rating.

Part C: Student Growth Indicators (33.34%)

Each school year, all school administrator evaluations will include students' performance data using State assessment data. The student performance data will include 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 will be used. [Rule 6A-5.030(2)(a)3., F.A.C.].

Summative Rating of Part A-C:

Summative Evaluation Summary:

To calculate a summative rating, convert the Evaluation Indicator rating, Deliberate Practices rating, and Student Growth Indicator rating to a numeric score reflecting HE, E, NI, UN. Add the three scores out of 9 total points to obtain a Summative Score.

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The following rubric will convert this Summative Score to a Final Summative Rating.

Evaluation Indicators _____
Deliberate Practice Score _____
Student Growth Indicator _____

Summative Score of Part A-C: EI is _____ plus DP is _____ plus SGI is _____ = _____ score out of 9 max points.
The below chart takes the final score and converts to HE, E, NI, UN.

Summative Score Range:	Summative Rating:
8-9 points	HE=Highly Effective (3)
7-6 points	E=Effective (2)
5-3 points	NI=Needs Improvement (1)
2-0 points	UN=Unsatisfactory (0)

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.

Example of an elementary school principal grade of Highly Effective

- The Evaluation Indicator score after calculating tabulations from all 50 standards indicators equals a Highly Effective score. (HE=134-154, which convert to 3 points)
- The Deliberate Practice calculations resulted in 9 points over all resulting in Highly Effective. (8-9 points is HE, which converts to 3 overall points)
- The Student Growth Indicator score is per the chart under Part C of the Leadership Summative Evaluation.
- Add the final $3 + 3 + 2 = 8$ points overall summative score. Therefore, the final summative rating for this principal is Highly Effective, according to the Summative Score Range chart.

Example of a High School Principal grade of Unsatisfactory:

- The Evaluation Indicator Score after calculating tabulations from all 50 standards indicators equals an Unsatisfactory score. (UN=0-93, which converts to 0 points)
- The Deliberate Practice calculations resulted in 4 points overall resulting in Needs Improvement score. (5-3 points is NI, which converts to 1 point)
- The Student Growth Indicator score is per the chart under Part C of the Leadership Summative Evaluation.
- Add the final $0 + 1 + 1 = 2$ points overall summative score Therefore, the final summative rating for this principal is Unsatisfactory, according to the Summative Rating chart.

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	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
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;	1.1
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.;	1.2
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	1.3
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.	1.4
2. Vision and Mission	
<i>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:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2.1
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;	2.2
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;	2.3
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	2.4
e. Recognize individuals for contributions toward the school vision and mission.	2.5
3. School Operations, Management, and Safety	
<i>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:</i>	

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Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
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;	3.1
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;	3.2
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;	3.3
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;	3.4
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3.5
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;	3.6
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;	3.7
h. Develop and maintain effective relationships with the district office and governing board;	3.8
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;	3.9
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.;	3.10
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	3.11
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3.12
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</i>	
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;	4.1
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;	4.2

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Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4.3
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4.4
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;	4.5
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4.6
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.	4.7
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5.1
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;	5.2
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	5.3
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5.4
6. Recruitment and Professional Learning	
<i>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:</i>	
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;	6.1
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;	6.2
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;	6.3
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;	6.4

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Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
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;	6.5
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6.6
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;	6.7
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	6.8
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.	6.9
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:</i>	
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;	7.1
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	7.2
c. Develop capacity in teacher leaders and hold them accountable; and	7.3
d. Plan for and provide opportunities for mentoring new personnel.	7.4
8. Meaningful Parent, Family, and Community Engagement	
<i>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:</i>	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8.1
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8.2
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8.3
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8.5
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8.5

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
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;	1.1
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.;	1.2
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	1.3
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.	1.4
2. Vision and Mission	
<i>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:</i>	
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;	2.1
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;	2.2
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;	2.3
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2.4
e. Recognize individuals for contributions toward the school vision and mission.	2.5
3. School Operations, Management, and Safety	
<i>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:</i>	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3.1
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3.2

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School 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;	3.3
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;	3.4
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;	3.5
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;	3.6
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3.7
h. Develop and maintain effective relationships with the district office and governing board;	3.8
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3.9
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.;	3.10
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3.11
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3.12
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
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;	4.1
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;	4.2
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;	4.3
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;	4.4
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.;	4.5
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	4.6

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
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.	4.7
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5.1
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;	5.2
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	5.3
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5.4
6. Recruitment and Professional Learning	
<i>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:</i>	
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;	6.1
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;	6.2
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6.3
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;	6.4
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;	6.5
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6.6
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6.7
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	6.8

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
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.	6.9
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
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;	7.1
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7.2
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7.3
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7.4
8. Meaningful Parent, Family, and Community Engagement	
<i>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:</i>	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8.1
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8.2
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8.3
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8.4
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8.5

Appendix B – Observation Instruments for School Administrators—Principal

Domain 1: A Data-Driven Focus on School Improvement

Domain 1, Element 1: Critical Goals

Focus Statement: The principal collaborates with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school. (2b)

Desired Effect: Members of the school community demonstrate understanding of the school's most critical goals for improving student achievement and the school improvement process.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	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. (4f)	

Scale Value	Description
Innovating (4)	The principal ensures adjustments are made or new methods are utilized so all stakeholders can explain critical goals and the school improvement process.
Applying (3)	The principal meets all required descriptors AND collaborates with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school AND regularly monitors to ensure that the majority of staff members can explain critical goals for improving student achievement and the school improvement process.
Developing (2)	The principal meets all required descriptors AND collaborates with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school. (2b)
Beginning (1)	The principal attempts to meet all required descriptors AND collaborate with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND collaborate with members of the school and community to ensure the appropriate use of academic data to develop critical goals focused on improving student achievement at the school.

Overall Element Score	Overall Element Comments and Feedback
<div style="display: flex; justify-content: space-around; align-items: center;"> NU B D A I </div>	

Domain 1, Element 2: Monitoring Progress

Focus Statement: The principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments. (4e)

Desired Effect: Data confirms that students are making progress toward meeting their achievement goals in a climate of high expectations.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Creates and maintains a school climate and culture of high expectations and enables school personnel to support the academic growth and well-being of all students. (4a)	

Scale Value	Description
Innovating (4)	The principal ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.
Applying (3)	The principal meets all required descriptors AND ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments AND confirms that students are making progress toward meeting their achievement goals in a climate of high expectations.
Developing (2)	The principal meets all required descriptors AND ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments. (4e)
Beginning (1)	The principal attempts to meet all required descriptors AND ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals including local, statewide, and other applicable assessments.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 1, Element 3: Intervention Practices

Focus Statement: The principal ensures that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals. (4c)

Desired Effect: Data confirm interventions help each student meet achievement goals.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Promotes the effective use of data analysis with school personnel for all student subgroups and provides coaching to improve student learning and minimize or eliminate achievement gaps. (4d)	

Scale Value	Description
Innovating (4)	The principal continually examines, revises, and expands intervention and support options for individual students to ensure they make adequate progress toward meeting achievement goals.
Applying (3)	The principal meets all required descriptors AND ensures that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals AND confirms that interventions have helped students make progress toward those goals.
Developing (2)	The principal meets all required descriptors AND ensures that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals. (4c)
Beginning (1)	The principal attempts to meet all required descriptors AND ensure that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure that school personnel work as a system to implement the appropriate evidence-based interventions, acceleration, enrichment, and supportive practices to help each student meet achievement goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2: Instruction of a Viable and Guaranteed Curriculum

Domain 2, Element 1: Instructional Vision

Focus Statement: The principal provides a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. (4g)

Desired Effect: Teachers implement the instructional model.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The principal continually examines and provides updates so all teachers implement the instructional model.
Applying (3)	The principal meets all required descriptors AND provides a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. AND monitors to ensure that teachers implement the instructional model.
Developing (2)	The principal meets all required descriptors AND provides a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. (4g)
Beginning (1)	The principal attempts to meet all required descriptors AND provide a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND provide a clear vision for how instruction should be addressed in the school including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.

Overall Element Score	Overall Element Comments and Feedback
<div> NU B D A I </div>	

Domain 2, Element 2: Predominant Practices

Focus Statement: The principal uses knowledge of the predominant instructional practices in the school to improve teaching.

Desired Effect: Teachers improve instructional practices when principal provides feedback regarding predominant instructional practices.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The principal regularly intervenes to ensure that ineffective instructional practices are corrected, and effective instructional practices are implemented.
Applying (3)	The principal meets all required descriptors AND uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which feedback results in teachers improving their instructional practices.
Developing (2)	The principal meets all required descriptors AND uses knowledge of the predominant instructional practices in the school to improve teaching.
Beginning (1)	The principal attempts to meet all required descriptors AND use knowledge of the predominant instructional practices in the school to improve teaching but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND use knowledge of the predominant instructional practices in the school to improve teaching.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 2, Element 3: Aligned Curriculum

Focus Statement: The principal ensures that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan. (4b)

Desired Effect: Assessments accurately measure student progress toward achieving the adopted standards.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The principal ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.
Applying (3)	The principal meets all required descriptors AND ensures that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.
Developing (2)	The principal meets all required descriptors AND ensures that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan. (4b)
Beginning (1)	The principal attempts to meet all required descriptors AND ensure that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure that school curriculum and accompanying assessments align with state and district standards and district adopted curricula and K-12 reading plan.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2, Element 4: Viable Curriculum

Focus Statement: The principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Desired Effect: Teachers have time to instruct all essential or core standards.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The principal ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.
Applying (3)	The principal meets all required descriptors AND ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few and focused enough to allow adequate time for students to learn them.
Developing (2)	The principal meets all required descriptors AND ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Beginning (1)	The principal attempts to meet all required descriptors AND ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2, Element 5: Guaranteed Curriculum

Focus Statement: The principal ensures that each student has equal opportunity to learn the critical content of the curriculum.

Desired Effect: Each student has equal access to instruction that directly addresses the critical content of the required curriculum.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The principal intervenes with teachers who do not guarantee each student has equal access to learning the critical content of the curriculum.
Applying (3)	The principal meets all required descriptors AND ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each student has access to instruction that directly addresses the critical content of the required curriculum.
Developing (2)	The principal meets all required descriptors AND ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	The principal attempts to meet all required descriptors AND ensure that each student has equal opportunity to learn the critical content of the curriculum but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure that each student has equal opportunity to learn the critical content of the curriculum.

Overall Element Score	Overall Element Comments and Feedback
<div> NU B D A I </div>	

Domain 3: Recruitment and Continuous Development of Teachers and Staff

Domain 3, Element 1: Hiring and Retention

Focus Statement: The principal effectively hires, supports, and retains diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans. (6a)

Desired Effect: Teachers and staff continue to grow and meet their growth goals.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	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. (7a)	
	Cultivates current and potential school leaders and assists with the development of a pipeline of future leaders. (7b)	
	Develops capacity by delegating tasks to other school leaders and holding them accountable. (7c)	
	Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel. (7d)	

Scale Value	Description
Innovating (4)	The principal provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	The principal meets all required descriptors AND effectively hires, supports, and retains diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans AND verifies that the majority of teachers and staff continue to grow and meet their growth goals.
Developing (2)	The principal meets all required descriptors AND effectively hires, supports, and retains diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans. (6a)
Beginning (1)	The principal attempts to meet all required descriptors AND effectively hire, support, and retain diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND effectively hire, support, and retain diverse and caring personnel who continually demonstrate growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.

Overall Element Score	Overall Element Comments and Feedback
<div> <div>NU</div> <div>B</div> <div>D</div> <div>A</div> <div>I</div> </div>	

Domain 3, Element 2: Instructional Feedback

Focus Statement: The principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data. (5c)

Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Identifies instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. (6c)	
	Monitors and evaluates professional practice, and provides timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement. (6g)	

Scale Value	Description
Innovating (4)	The principal ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The principal meets all required descriptors AND uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The principal meets all required descriptors AND uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data. (5c)
Beginning (1)	The principal attempts to meet all required descriptors AND use multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 3, Element 3: Professional Learning

Focus Statement: The principal ensures that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals. (6e)

Desired Effect: The principal verifies that teachers and staff improve skills as a result of professional learning.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed. (6d)	
	Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement. (6f)	
	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. (6i)	

Scale Value	Description
Innovating (4)	The principal continually re-evaluates the professional learning program to ensure that it remains focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.
Applying (3)	The principal meets all required descriptors AND ensures that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals AND verifies that the majority of teachers and staff improve their skills.
Developing (2)	The principal meets all required descriptors AND ensures that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals. (6e)
Beginning (1)	The principal attempts to meet all required descriptors AND ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 4: Community of Care and Collaboration

Domain 4, Element 1: Teacher Collaboration

Focus Statement: The principal ensures that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student. (6h)

Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. (5d)	

Scale Value	Description
Innovating (4)	The principal continually re-evaluates that teachers work productively in collaborative groups to enhance instruction and student achievement and intervenes with groups who are not enhancing instruction and student achievement.
Applying (3)	The principal meets all required descriptors AND ensures that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The principal meets all required descriptors AND ensures that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student. (6h)
Beginning (1)	The principal attempts to meet all required descriptors AND ensure that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure that teachers have time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 4, Element 2: Shared Responsibility

Focus Statement: The principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Desired Effect: Through shared decision-making the school continues to improve its overall effectiveness.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The principal continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.
Applying (3)	The principal meets all required descriptors AND ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision-making process improves the effectiveness of the school.
Developing (2)	The principal meets all required descriptors AND ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Beginning (1)	The principal attempts to meet all required descriptors AND ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 4, Element 3: School Community Input

Focus Statement: The principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance. (8e)

Desired Effect: All students have access to quality core instruction in a child-centered school.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school and district leaders. (3e)	
	Understands, values, and employs the community's cultural, social, and intellectual context and resources. (8a)	
	Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders. (8b)	

Scale Value	Description
Innovating (4)	The principal intervenes and seeks assistance if the school does not utilize community input to provide access to quality core instruction for each student.
Applying (3)	The principal meets all required descriptors AND ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance AND monitors the extent to which the input from staff, students, parents, and the community is utilized to improve student access to quality core instruction.
Developing (2)	The principal meets all required descriptors AND ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance. (8e)
Beginning (1)	The principal attempts to meet all required descriptors AND ensure a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 4, Element 4: Celebration and Recognition

Focus Statement: The principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community. (8d)

Desired Effect: Each member of the school feels valued and honored.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Recognizes individuals for contributions toward the school vision and mission. (2e)	

Scale Value	Description
Innovating (4)	The principal actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of students, faculty, and staff.
Applying (3)	The principal meets all required descriptors AND acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community AND monitors to ensure people feel valued and honored for their contributions.
Developing (2)	The principal meets all required descriptors AND acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community. (8d)
Beginning (1)	The principal attempts to meet all required descriptors AND acknowledge achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND acknowledge achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 5: Core Values

Domain 5, Element 1: Leadership Attributes

Focus Statement: The principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth. (8c)

Desired Effect: The principal is recognized in the school community as a leader who continues to enhance his/her leadership skills.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.					
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback			
	Focus Statement				
	Acts 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 this rule. (1d)				
	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. (2a)				
	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. (2c)				
	Strategically develops and implements systems to achieve the vision and mission of the school – reflecting and adjusting when applicable. (2d)				
	Attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. (6b)				

Scale Value	Description
Innovating (4)	The principal actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	The principal meets all required descriptors AND maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.
Developing (2)	The principal meets all required descriptors AND maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth. (8c)
Beginning (1)	The principal attempts to meet all required descriptors AND maintain high visibility and accessibility, actively listen, respond to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrate ongoing professional growth but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND maintain high visibility and accessibility, actively listen, respond to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrate ongoing professional growth.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 5, Element 2: Fostering Trust

Focus Statement: The principal has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.

Desired Effect: All decisions reflect a focus on student rights and outcomes.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. (1b)	
	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. (1c)	

Scale Value	Description
Innovating (4)	The principal actively seeks out validation and feedback from multiple sources regarding perception in the school community.
Applying (3)	The principal meets all required descriptors AND has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers AND monitors whether decisions reflect a focus on students' rights and outcomes.
Developing (2)	The principal meets all required descriptors AND has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.
Beginning (1)	The principal attempts to meet all required descriptors AND gain the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND gain the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 5, Element 3: Safety and Security

Focus Statement: The principal creates and maintains systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities. (3i)

Desired Effect: The school is safe and responsive to each student.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment. (3k)	
	Collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. (3l)	
	Develops and maintains routines and procedures that foster a safe, respectful, and student-centered learning environment. (5a)	
	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. (5b)	

Scale Value	Description
Innovating (4)	The principal ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and responsive environment.
Applying (3)	The principal meets all required descriptors AND creates and maintains systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities AND monitors the extent to which the school is safe and responsive to each student.
Developing (2)	The principal meets all required descriptors AND creates and maintains systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities. (3i)
Beginning (1)	The principal attempts to meet all required descriptors AND create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.

Overall Element Score	Overall Element Comments and Feedback
<div style="display: flex; justify-content: space-around; align-items: center;"> NU B D A I </div>	

Domain 6: Resource Management

Domain 6, Element 1: Building Resources

Focus Statement: The principal ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices. (3a)

Desired Effect: Responsible management of resources support instruction and student achievement.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs. (3b)	
	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. (3c)	
	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. (3d)	

Scale Value	Description
Innovating (4)	The principal adjusts or creates new strategies to ensure all resources support effective instruction and student achievement.
Applying (3)	The principal meets all required descriptors AND ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices AND can explain how responsible management of fiscal, technological, and physical resources has supported instruction and student achievement.
Developing (2)	The principal meets all required descriptors AND ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices. (3a)
Beginning (1)	The principal attempts to meet all required descriptors AND ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, employing responsible budgeting and ethical practices.

Overall Element Score	Overall Element Comments and Feedback
<div style="display: flex; justify-content: space-around; align-items: center;"> NU B D A I </div>	

School Administrator Evaluation System

Domain 6, Element 2: Community Engagement

Focus Statement: The principal utilizes systematic processes to engage district, governing board, and external entities in support of school improvement. (3h)

Desired Effect: Data confirms that use of community and external resources supports school improvement.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. (3g)	

Scale Value	Description
Innovating (4)	The principal continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.
Applying (3)	The principal meets all required descriptors AND utilizes systematic processes to engage district, governing board, and external entities in support of school improvement AND monitors data to determine if community and external resources support school improvement.
Developing (2)	The principal meets all required descriptors AND utilizes systematic processes to engage district, governing board, and external entities in support of school improvement. (3h)
Beginning (1)	The principal attempts to meet all required descriptors AND utilize systematic processes to engage district, governing board, and external entities in support of school improvement but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND utilize systematic processes to engage district, governing board, and external entities in support of school improvement.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 6, Element 3: Compliance and Accountability

Focus Statement: The principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Desired Effect: Compliance to rules and regulations is demonstrated to support effective instruction and student achievement.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adheres to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (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. (1a)	
	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. (3f)	
	Ensures 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. (3j)	

Scale Value	Description
Innovating (4)	The principal continually monitors compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.
Applying (3)	The principal meets all required descriptors AND ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors to verify the extent to which compliance to rules and regulations supports effective instruction and student achievement.
Developing (2)	The principal meets all required descriptors AND ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Beginning (1)	The principal attempts to meet all required descriptors AND ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student but does not complete the task or is unsuccessful.
Not Using (0)	The principal does not attempt to meet all required descriptors AND ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Part A: Evaluation Indicators Score-Doman Rating Chart	Points earned		Max Possible Score to earn.
Standard 1: Professional and Ethical Norms			12
Standard 2: Vision and Mission			15
Standard 3: School Operations, Management, and Safety			36
Standard 4: Student Learning and Continuous School Improvement			21
Standard 5: Learning Environment			12
Standard 6: Recruitment and Professional Learning			27
Standard 7: Building Leadership Expertise			16
Standard 8: Meaningful Parent, Family, and Community Engagement			15
Evaluation Indicator Score			154

Evaluation Indicator Score Ranges:	Evaluation Indicator Ratings:
134-154	HE=Highly Effective
114-133	E=Effective
94-113	NI=Needs Improvement
0-93	UN=Unsatisfactory

Principal Signature:	Date:
Evaluating Principal Signature:	Date:

Appendix B – Observation Instruments for School Administrators— Assistant Principal

Domain 1: A Data-Driven Focus on School Improvement

Domain 1, Element 1: Critical Goals

Focus Statement: The assistant principal collaborates in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school. (2b)

Desired Effect: Members of the school community demonstrate understanding of the school's most critical goals for improving student achievement and the school improvement process.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Supports and openly communicates the need for, process for, and outcomes of improvement efforts. (4f)	

Scale Value	Description
Innovating (4)	The assistant principal ensures adjustments are made or new methods are utilized so all stakeholders can explain critical goals and the school improvement process.
Applying (3)	The assistant principal meets all required descriptors AND collaborates in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school AND regularly monitors to ensure that the majority of staff members can explain critical goals for improving student achievement and the school improvement process.
Developing (2)	The assistant principal meets all required descriptors AND collaborates in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school. (2b)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND collaborate in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND collaborate in the collection, analysis, and utilization of academic data to make decisions regarding the achievement of critical goals focused on improving student achievement at the school.

Overall Element Score	Overall Element Comments and Feedback
<div> NU B D A I </div>	

School Administrator Evaluation System

Domain 1, Element 2: Monitoring Progress

Focus Statement: The assistant principal ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning. (4e)

Desired Effect: Data confirms that students are making progress toward meeting their achievement goals in a climate of high expectations.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	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. (4a)	

Scale Value	Description
Innovating (4)	The assistant principal ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.
Applying (3)	The assistant principal meets all required descriptors AND ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning AND confirms that students are making progress toward meeting their achievement goals in a climate of high expectations.
Developing (2)	The assistant principal meets all required descriptors AND ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning. (4e)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, identify areas for improvement, and provide coaching to improve student learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 1, Element 3: Intervention Practices

Focus Statement: The assistant principal collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals. (4c)

Desired Effect: Data confirm interventions help each student meet achievement goals.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps. (4d)	

Scale Value	Description
Innovating (4)	The assistant principal continually examines, revises, and expands intervention and support options for individual students to ensure they make adequate progress toward meeting achievement goals.
Applying (3)	The assistant principal meets all required descriptors AND collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals AND confirms that interventions have helped students make progress toward those goals.
Developing (2)	The assistant principal meets all required descriptors AND collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals. (4c)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, enrichment plan, and supportive practices to help each student meet achievement goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2: Instruction of a Viable and Guaranteed Curriculum

Domain 2, Element 1: Instructional Vision

Focus Statement: The assistant principal supports a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065. F.A.C. (4g)

Desired Effect: Teachers implement the instructional model.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The assistant principal works with the principal to continually examine and provide updates so all teachers implement the instructional model.
Applying (3)	The assistant principal supports a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065. F.A.C. AND monitors to ensure that teachers implement the instructional model.
Developing (2)	The assistant principal supports a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065. F.A.C. (4g)
Beginning (1)	The assistant principal attempts to support a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065. F.A.C. but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to support a clear vision for how instruction should be addressed in the school, including monitoring for the implementation of Florida Educator Accomplished Practices as described in Rule 6A-5.065. F.A.C.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2, Element 2: Predominant Practices

Focus Statement: The assistant principal uses knowledge of the predominant instructional practices in the school to improve teaching.

Desired Effect: Teachers improve instructional practices when assistant principal provides feedback regarding predominant instructional practices.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The assistant principal regularly intervenes to ensure that ineffective instructional practices are corrected, and effective instructional practices are implemented.
Applying (3)	The assistant principal meets all required descriptors AND uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which feedback results in teachers improving their instructional practices.
Developing (2)	The assistant principal meets all required descriptors AND uses knowledge of the predominant instructional practices in the school to improve teaching.
Beginning (1)	The assistant principal attempts to meet all required descriptors AND use knowledge of the predominant instructional practices in the school to improve teaching but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND use knowledge of the predominant instructional practices in the school to improve teaching.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 2, Element 3: Aligned Curriculum

Focus Statement: The assistant principal monitors and ensures that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan. (4b)

Desired Effect: Assessments accurately measure student progress toward achieving the adopted standards.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The assistant principal ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.
Applying (3)	The assistant principal monitors and ensures that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.
Developing (2)	The assistant principal monitors and ensures that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan. (4b)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND monitor and ensure that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND monitor and ensure that school curriculum and instruction align with state and district standards and district adopted curricula and K-12 reading plan.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2, Element 4: Viable Curriculum

Focus Statement: The assistant principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Desired Effect: Teachers have time to instruct all essential or core standards.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The assistant principal works with the principal and teachers to ensure that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.
Applying (3)	The assistant principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few and focused enough to allow adequate time for students to learn them.
Developing (2)	The assistant principal ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Beginning (1)	The assistant principal attempts to meet all required descriptors AND ensure that school curriculum is focused on essential standards so it can be taught in the time available to teachers but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND ensure that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 2, Element 5: Guaranteed Curriculum

Focus Statement: The assistant principal ensures that each student has equal opportunity to learn the critical content of the curriculum.

Desired Effect: Each student has equal access to instruction that directly addresses the critical content of the required curriculum.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The assistant principal intervenes with teachers who do not guarantee each student has equal access to learning the critical content of the curriculum.
Applying (3)	The assistant principal meets all required descriptors AND ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each student has access to instruction that directly addresses the critical content of the required curriculum.
Developing (2)	The assistant principal meets all required descriptors AND ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	The assistant principal attempts to meet all required descriptors AND ensure that each student has equal opportunity to learn the critical content of the curriculum but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND ensure that each student has equal opportunity to learn the critical content of the curriculum.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 3: Recruitment and Continuous Development of Teachers and Staff

Domain 3, Element 1: Hiring and Retention

Focus Statement: The assistant principal assists with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans. (6a)

Desired Effect: Teachers and staff continue to grow and meet their growth goals.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	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. (7a)	
	Collaborates with the school principal to cultivate a diverse group of emerging teacher leaders. (7b)	
	Develops capacity in teacher leaders and holds them accountable. (7c)	
	Plans for and provides opportunities for mentoring new personnel. (7d)	

Scale Value	Description
Innovating (4)	The assistant principal provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	The assistant principal meets all required descriptors AND effectively assists with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans AND verifies that the majority of teachers and staff continue to grow and meet their growth goals.
Developing (2)	The assistant principal meets all required descriptors AND assists with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans. (6a)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND assist with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans but does not complete the task or is unsuccessful .
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND assist with hiring, supporting, and retaining diverse and caring personnel who continually demonstrate professional growth and effectiveness to promote literacy achievement and the academic success of all students through reflection and growth plans.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 3, Element 2: Instructional Feedback

Focus Statement: The assistant principal uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data. (5c)

Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	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. (6c)	
	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. (6g)	

Scale Value	Description
Innovating (4)	The assistant principal supports the principal in ensuring that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The assistant principal meets all required descriptors AND uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data AND monitors the extent to which teacher observations/evaluations are consistent with student achievement data.
Developing (2)	The assistant principal meets all required descriptors AND uses multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data. (5c)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND use multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND use multiple sources of data to provide teachers with timely, actionable, and ongoing evaluations of their pedagogical strengths and weaknesses driven by standards-aligned content that are consistent with student achievement data.

Overall Element Score	Overall Element Comments and Feedback
<div> NU B D A I </div>	

School Administrator Evaluation System

Domain 3, Element 3: Professional Learning

Focus Statement: The assistant principal collaborates with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals. (6e)

Desired Effect: The assistant principal verifies that teachers and staff improve skills as a result of professional learning.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	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. (6d)	
	Supports the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement. (6f)	
	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. (6i)	

Scale Value	Description
Innovating (4)	The assistant principal supports the principal to re-evaluate the professional learning program to ensure that it remains focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.
Applying (3)	The assistant principal meets all required descriptors AND collaborates with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals AND verifies that the majority of teachers and staff improve their skills.
Developing (2)	The assistant principal meets all required descriptors AND collaborates with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals. (6e)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND collaborate with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND collaborate with the principal to ensure that teachers and staff are provided with job-embedded, differentiated professional learning to optimize professional capacity and support their growth goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 4: Community of Care and Collaboration

Domain 4, Element 1: Teacher Collaboration

Focus Statement: The assistant principal collaborates with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student. (6h)

Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. (5d)	

Scale Value	Description
Innovating (4)	The assistant principal assists the principal in monitoring that teachers work productively in collaborative groups to enhance instruction and student achievement and intervenes with groups who are not enhancing instruction and student achievement.
Applying (3)	The assistant principal meets all required descriptors AND collaborates with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The assistant principal meets all required descriptors AND collaborates with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student. (6h)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND collaborate with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND collaborate with the principal to ensure that teachers utilize time and resources to work in collaborative groups to plan and discuss shared vision and values, including effective instruction, curriculum, assessments, and the achievement of each student.

Overall Element Score	Overall Element Comments and Feedback
<div style="display: flex; justify-content: space-around; align-items: center;"> NU B D A I </div>	

Domain 4, Element 2: Shared Responsibility

Focus Statement): The assistant principal ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Desired Effect: Through shared decision-making the school continues to improve its overall effectiveness.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	No additional required descriptors.	

Scale Value	Description
Innovating (4)	The assistant principal continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.
Applying (3)	The assistant principal meets all required descriptors AND ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision-making process improves the effectiveness of the school.
Developing (2)	The assistant principal meets all required descriptors AND ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Beginning (1)	The assistant principal attempts to meet all required descriptors AND ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 4, Element 3: School Community Input

Focus Statement: The assistant principal ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance. (8e)

Desired Effect: All students have access to quality core instruction in a child-centered school.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Utilizes and coaches best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicates outcomes with school leaders. (3e)	
	Understands, values, and employs the community's cultural, social, and intellectual context and resources. (8a)	
	Models and advocates for respectful communication practices between school leaders, parents, students, and other stakeholders. (8b)	

Scale Value	Description
Innovating (4)	The assistant principal intervenes and seeks assistance if the school does not utilize community input to provide access to quality core instruction for each student.
Applying (3)	The assistant principal meets all required descriptors AND ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance AND monitors the extent to which the input from staff, students, parents, and the community is utilized to improve student access to quality core instruction.
Developing (2)	The assistant principal meets all required descriptors AND ensures a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance. (8e)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND ensure a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND ensure a child-centered school with input from staff, students, parents, and the community utilizing appropriate technologies and other forms of communication to partner on student expectations and academic performance.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 4, Element 4: Celebration and Recognition

Focus Statement: The assistant principal acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community. (8d)

Desired Effect: Each member of the school feels valued and honored.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Recognizes individuals for contributions toward the school vision and mission. (2e)	

Scale Value	Description
Innovating (4)	The assistant principal actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of students, faculty, and staff.
Applying (3)	The assistant principal meets all required descriptors AND acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community AND monitors to ensure people feel valued and honored for their contributions.
Developing (2)	The assistant principal meets all required descriptors AND acknowledges achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community. (8d)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND acknowledge achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND acknowledge achievements and successes of the school and its students, parents, and other stakeholders whose contributions and engagement enhance the school community.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 5: Core Values

Domain 5, Element 1: Leadership Attributes

Focus Statement: The assistant principal maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth. (8c)

Desired Effect: The assistant principal is recognized in the school community as a leader who continues to enhance his/her leadership skills.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback		
	Focus Statement			
	Acts 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 this rule. (1d)			
	Assists and supports the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. (2a)			
	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. (2c)			
	Assists and supports the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable. (2d)			
	Attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. (6b)			

Scale Value	Description
Innovating (4)	The assistant principal actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	The assistant principal meets all required descriptors AND maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.
Developing (2)	The assistant principal meets all required descriptors AND maintains high visibility and accessibility, actively listens, responds to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrates ongoing professional growth. (8c)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND maintain high visibility and accessibility, actively listen, respond to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrate ongoing professional growth but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND maintain high visibility and accessibility, actively listen, respond to parents, students, and other stakeholders, fostering transparency and effective communication and demonstrate ongoing professional growth.

Overall Element Score					Overall Element Comments and Feedback
NU	B	D	A	I	

School Administrator Evaluation System

Domain 5, Element 2: Fostering Trust

Focus Statement: The assistant principal has the trust of the staff and school community that all decisions are guided by what is best for each student as demonstrated by protection of individual rights and recognition of barriers.

Desired Effect: All decisions reflect a focus on student rights and outcomes.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. (1b)	
	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. (1c)	

Scale Value	Description
Innovating (4)	The assistant principal actively seeks out validation and feedback from multiple sources, including that of the principal, regarding perception in the school community.
Applying (3)	The assistant principal meets all required descriptors AND has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors whether decisions reflect a focus on students' rights and outcomes.
Developing (2)	The assistant principal meets all required descriptors AND has the trust of the staff and school community that all decisions are guided by what is best for each student.
Beginning (1)	The assistant principal attempts to meet all required descriptors AND gain the trust of the staff and school community that all decisions are guided by what is best for each student but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND gain the trust of the staff and school community that all decisions are guided by what is best for each student.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 5, Element 3: Safety and Security

Focus Statement: The assistant principal collaborates with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities. (3i)

Desired Effect: The school is safe and responsive to each student.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Collaborates with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment. (3k)	
	Collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. (3l)	
	Collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment. (5a)	
	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. (5b)	

Scale Value	Description
Innovating (4)	The assistant principal assists the principal to ensure that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and responsive environment.
Applying (3)	The assistant principal meets all required descriptors AND collaborates with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities AND monitors the extent to which the school is safe and responsive to each student.
Developing (2)	The assistant principal meets all required descriptors AND collaborates with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities. (3i)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND collaborate with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND collaborate with the principal to create and maintain systems to ensure that the school is perceived as safe and responsive to all students, staff, families, and communities.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 6: Resource Management

Domain 6, Element 1: Building Resources

Focus Statement: The assistant principal collaborates with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices. (3a)

Desired Effect: Responsible management of resources support instruction and student achievement.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	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. (3b)	
	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. (3c)	
	Collaborates 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. (3d)	

Scale Value	Description
Innovating (4)	The assistant principal supports the principal to adjust or create new strategies, so all resources support effective instruction and student achievement.
Applying (3)	The assistant principal meets all required descriptors AND collaborates with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices AND can explain how responsible management of fiscal, technological, and physical resources has supported instruction and student achievement.
Developing (2)	The assistant principal meets all required descriptors AND collaborates with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices. (3a)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND collaborate with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND collaborate with the principal to manage the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, including employment of responsible and ethical budgeting and decision-making practices.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 6, Element 2: Community Engagement

Focus Statement: The assistant principal utilizes systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement. (3h)

Desired Effect: Data confirms that use of community and external resources supports school improvement.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Collaborates with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. (3g)	

Scale Value	Description
Innovating (4)	The assistant principal contributes to the continual examination and expansion of options for utilizing systematic processes to develop effective relationships with district and external entities in support of school improvement.
Applying (3)	The assistant principal meets all required descriptors AND utilizes systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement AND monitors data to determine if community and external resources support school improvement.
Developing (2)	The assistant principal meets all required descriptors AND utilizes systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement. (3h)
Beginning (1)	The assistant principal attempts to meet all required descriptors AND utilize systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND utilize systematic processes to develop effective relationships with the district, governing board, and external entities in support of school improvement.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Domain 6, Element 3: Compliance and Accountability

Focus Statement: The assistant principal ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Desired Effect: Compliance to rules and regulations is demonstrated to support effective instruction and student achievement.

The focus statement and all required descriptor(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Descriptor(s)	Evidence/Feedback
	Focus Statement	
	Holds self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adheres to guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (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. (1a)	
	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. (3f)	
	Collaborates 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. (3j)	

Scale Value	Description
Innovating (4)	The assistant principal contributes to monitoring for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.
Applying (3)	The assistant principal meets all required descriptors AND ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors to verify the extent to which compliance to rules and regulations supports effective instruction and student achievement.
Developing (2)	The assistant principal meets all required descriptors AND ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Beginning (1)	The assistant principal attempts to meet all required descriptors AND ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student but does not complete the task or is unsuccessful.
Not Using (0)	The assistant principal does not attempt to meet all required descriptors AND ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

School Administrator Evaluation System

Part A : Evaluation Indicators Score-Doman Rating Chart	Points earned		Max Possible Score to earn.
Standard 1: Professional and Ethical Norms			12
Standard 2: Vision and Mission			15
Standard 3: School Operations, Management, and Safety			36
Standard 4: Student Learning and Continuous School Improvement			21
Standard 5: Learning Environment			12
Standard 6: Recruitment and Professional Learning			27
Standard 7: Building Leadership Expertise			16
Standard 8: Meaningful Parent, Family, and Community Engagement			15
Evaluation Indicator Score			154

Evaluation Indicator Score Ranges:	Evaluation Indicator Ratings:
134-154	HE=Highly Effective
114-133	E=Effective
94-113	NI=Needs Improvement
0-93	UN=Unsatisfactory

School Assistant Principal Signature:	Date:
Superintendent Signature:	Date:

School Administrator Evaluation System

Appendix C – Student Growth Indicator Measurement

Student growth measure score will be based on the most recent three years of student performance data featured in the school accountability cells, when available. This would include the current year and the two years immediately preceding the current year, if available. If less than the three most recent years of data are available, those years for which data are available will be used.

The student performance data will be based on the school grade which is given to the school through the Florida Department of Education Florida School Accountability Report.

Elementary Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	3rd Grade Reading	Summative Score (3 Year AVG Rounded)			
Current Year							62 and above	HE-3		
Prior Year							54-61	E-2		
Prior-Prior Year							42-53	NI-1		
3 Year Average Total:							0-41	U-0		
Middle Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Civics	Middle Acceleration			
Current Year										
Prior Year										
Prior-Prior Year										
3 Year Average Total:										
High School Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Social Studies	CCA	GRAD		
Current Year										
Prior Year										
Prior-Prior Year										
3 Year Average Total:										
District Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Social Studies	3rd Grade Reading	Middle Acceleration	CCA	GRAD
Current Year										
Prior Year										
Prior-Prior Year										
3 Year Average Total:										

School Administrator Evaluation System

Appendix D – Summative Evaluation Forms

Wakulla County School Leadership Framework Summative Summary

Part A: Evaluation Indicator Score: Standard Rating Chart		
Evaluation Indicator Overall Score	Total:	
Evaluation Indicator Overall Rating	HE E NI UN	
Part B: Deliberate Practice Rating Chart		
Deliberate Practice Overall Score	Total:	
Deliberate Practice Overall Rating	<u>HF</u> E NI UN	
Part C: Student Growth		
Three Year Average Overall Score	Total:	
Three Year Average Overall Rating	<u>HF</u> E NI UN	
Summative Evaluation		
Leadership Framework Summative Parts:	Rating	Points:
Part A: Evaluation Indicators		3
Part B: Deliberate Practice		3
Part C: Student Growth		3
Summative Score:		____ out of 9 points
Summative Rating:		HE <u>E</u> NI UN
Summative Score Range:	Summative Rating:	
8-9 points	HE=Highly Effective (3)	
7-6 points	E=Effective (2)	
5-3 points	NI=Needs Improvement (1)	
2-0 points	UN=Unsatisfactory (0)	

Comments:

Signatures	
_____ School Administrator	_____ Supervisor
_____ Date	_____ Date

Part B: Deliberate Practice Scoring Guide Instructions:

How to Score a Deliberate Practice Goal:

- The DP score is 33% of the overall score for each administrator.
- Working with the administrator, under his/her supervision, a deliberate practice plan of action based on established district strategic plan goals and/or specific school improvement goals. The administrator and supervisor will reach a consensus on any areas that need to be addressed and discuss possible strategies and the supervisor's expectations.

NOTE: If the selected administrator deliberate practice goals and student growth performance are not accepted by the administrator, the two will discuss possible revisions and the supervisor will provide recommendations. The revised administrator's goals will then be submitted for review and approval.

- Each goal will have equal weight and the leader's growth on each will be assessed as HE, E, NI, UN
 - Example: DP1 + DP2 + DP3 = Final Score out of possible 9 points.
- A mid-year meeting and performance review may occur by the end of February. During the meeting the supervisor will review the DP goals, have discussion and rate a mid-year score per DP goal.
- A final meeting and performance review shall occur at the end of each school year, no later than June 30th. During the meeting the supervisor will have final review and discussion over each DP goal.
- Record overall Deliberate Practice Goal on Summative Evaluation Summary page.

Deliberate Practice Goal	Max Points	Rating
Deliberate Practice Goal 1	3	
Deliberate Practice Goal 2	3	
Deliberate Practice Goal 3	3	
	Max Points=9	Total: { <u> </u> } out of 9 points
Deliberate Practice Overall Rating		<u>HE</u> <u>E</u> <u>NI</u> <u>UN</u>

Deliberate Practice Goal Range:	Deliberate Practice Goal Rating:
8-9 points	HE=Highly Effective (3)
7-6 points	E=Effective (2)
5-3 points	NI=Needs Improvement (1)
2-0 points	UN=Unsatisfactory (0)

Deliberate Practice Rating Chart
3 points=Target met, all progress points achieved and verifiable improvement in leader's performance
2 points==Target met, progress points achieved, impact not yet evident
1 point= Target not met, but some progress points met
0 points=Target not met, nothing beyond 1 progress point

School Administrator Evaluation System

Part B: Deliberate Practice SIP/District Strategic Planning Form

Administrator Name:		Position:	
Evaluators Name:		Position:	
SIP Goal or DSP Goal: <i>(please write it out)</i>			
FELS Standards: <i>(please list standards that support your above goal)</i>			
Explain the alignment between your SIP/DSP Goal and FEL Standards:			
Describe the SIP/DSP target growth goals:			
Anticipated Gains			
Plan of Action:			
Initial Goal Setting Meeting Date:			
Administrator Signature:			
Evaluation Signature:			
Mid-Year Progress Meeting Date:		Mid-Year Performance:	HE E NI NU
Administrator Signature:			
Evaluation Signature:			
Final Review Meeting Date:		Final Performance:	HE E NI NU
Outcome of Action Plan			
Administrator Signature:			
Evaluation Signature:			

Part C: Student Growth Indicator Guide Instructions:

How to receive your Student Growth Indicator Score:

- Student Growth Indicators (33.34%)
 - *Before arriving at the beginning of the year meeting, the administrator will bring student growth indicator chart filled out for "current and prior year" data, as well as areas of concerns, and action steps.*
- This component consists of measurable goals and site-specific targets based on school accountability grade. At the beginning of the school year, the Superintendent or designee will hold a meeting with school-based administrators to review the student growth indicators, which will allow administrators to review trend performance data, review school improvement plans, discuss the district's areas of focus, and review site specific data points. The Supervisor or Superintendent will collaborate with the administrator to develop an action plan for the school year. Goals will be established based on system targets and the administrator's impact on improving student and teacher performance. The administrators and evaluator will finalize goals and establish strategies to meet the goals of the action plan by August. The strategies used to assist the Leadership Framework Summative Evaluation may be adjusted throughout the school year based on need and school data.
- A mid-year meeting and performance review may occur by the end of February or when state data is available. During the meeting the supervisor will review student growth indicator data chart to determine if the action plan in place is showing proficiency and/or learning gains.
- A final meeting and performance review shall occur at the end of each school year, no later than June 30th. During the meeting the supervisor will have a final review and discussion of all components of the Leadership Framework Summative Evaluation.
 - Calculating Student Growth Indicator Score: add all components of school grade cells from the Student Growth Indicator Chart, divide by the number of cells, receiving an average score per year. Take all 3 years average scores, divide by 3 to receive an overall score for Part C: Student Growth Indicator. Overall scores can be converted to HE, E, NI. UN points.
- Record overall student growth indicators data on Summative Evaluation Summary page.

Student Growth Indicators Areas of Concerns:	Action Steps to address Areas of Concerns:

Part C: Student Growth Indicator Chart

Elementary Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	3rd Grade Reading	Summative Score (3 Year AVG Rounded)				
Current Year							62 and above	HE-3			
Prior Year							54-61	E-2			
Prior-Prior Year							42-53	NI-1			
3 Year Average Total:							0-41	U-0			
Middle Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Civics	Middle Acceleration				
Current Year											
Prior Year											
Prior-Prior Year											
3 Year Average Total:											
High School Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Social Studies	CCA	GRAD			
Current Year											
Prior Year											
Prior-Prior Year											
3 Year Average Total:											
District Administrator	ELA LG	ELA L25 LG	MATH LG	MATH L25 LG	Science	Social Studies	3rd Grade Reading	Middle Acceleration	CCA	GRAD	
Current Year											
Prior Year											
Prior-Prior Year											
3 Year Average Total:											