BRADFORD COUNTY SCHOOL DISTRICT

2015-2016

Administrative Evaluation System Template

Rule 6A-5.030
Form AEST-2015
Effective Date: August 2015

Bradford County School District

Superintendent Chad Farnsworth

2015-2016

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Directions:

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

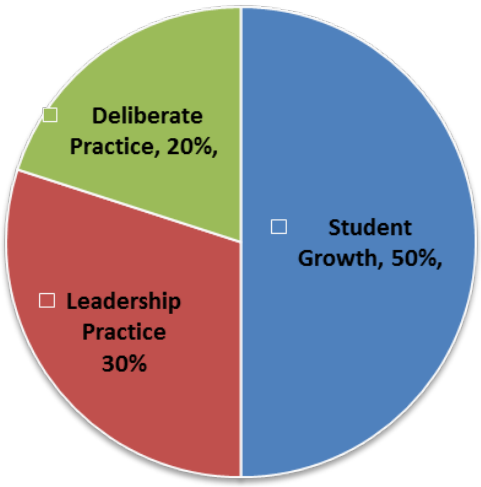
****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

1. Performance of Students

Directions:

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].



1. Student Achievement Score			
Only a combination of state school-wide VAM scores (Current year or up to 3 years if available).			
❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

2. Instructional Leadership

Directions

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].
- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].
- For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

Marzano School Leadership Evaluation
FLORIDA MODEL

Domain I: A Data-Driven Focus on Student Achievement

I(1): The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals and the learning gaps are closing for subpopulations.
Applying (3)	The school leader ensures high expectations with measurable learning goals are established and focused on closing the learning gaps at the school AND regularly monitors that everyone has understanding of the learning goals and the achievement gaps are closing for subpopulations in the school.
Developing (2)	The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.
Beginning (1)	The school leader attempts to ensure high expectations with measurable learning

	goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure high expectations with measurable learning goals are established or focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Evidences for Element 1 of Domain I
• Learning goals are established for eliminating the achievement gap for all students • Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels • Learning goals are established for eliminating differences in achievement for all subgroups in the school • Learning goals are established for eliminating the differences in achievement for English language learners • Learning goals are established for eliminating the differences in achievement for students with disabilities • School-wide achievement goals are posted so that faculty and staff see them on a regular basis • School-wide achievement goals are discussed regularly at faculty and professional learning meetings • Improvement goals are assigned to various departments and faculty • Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction • School improvement plans and timelines contain specific benchmarks for each goal including individual(s) responsible for the goal • Learning goals are established based on state and district curriculum and academic standards • The school improvement goals are focused on student learning and achievement • Scales are in place to chart student and school progress towards meeting the curricular standards • When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities • When asked, faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap • When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities • When asked, faculty and staff can describe the school-wide achievement goals • When asked, faculty and staff can identify the school's most critical needs goals

I(2) The school leader ensures high expectations with measurable learning goals are established and enables teachers and staff to work as a system focused on improving the achievement of students within the school.

Scale Value	**Description**
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals and work as a system to

	improve student achievement.
Applying (3)	The school leader ensures that high expectations with measurable learning goals are established and teachers are working as a system AND regularly monitors that student achievement is improving.
Developing (2)	The school leader ensures that high expectations with measurable learning goals are established and that teachers work together as a system to improve student achievement.
Beginning (1)	The school leader attempts to ensure that high expectations with measurable learning goals are established and that teachers work together as a system to improve student achievement, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that high expectations with measurable learning goals are established and that teachers work together as a system to improve student achievement.

Evidences for Element 2 of Domain I
• Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain • Student performance data and expectations for learning are communicated to all stakeholders • Students keep data notebooks regarding their individual goals • Student led conferences focus on individual student's goals • Parent teacher conferences focus on the individual student's goals • Students perceive that their individual goals are academically challenging • When asked, students are aware of their status on the achievement goals specific to them • When asked, parents are aware of their child's achievement goals • When asked, teachers confirm how they use student data information to monitor learning gains.

I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track achievement of learning goals and to plan for improving instruction.
Developing (2)	The school leader regularly ensures that data are available for tracking overall student achievement.

Beginning (1)	The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for tracking overall student achievement.

Evidences for Element 3 of Domain I
• Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction • Student achievement is examined from the perspective of value-added results • Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments) • Reports, graphs, and charts are regularly updated to track growth in student achievement • School leadership teams regularly analyze school growth data for instructional planning • Data briefings are conducted at faculty meetings and used to plan for instruction • When asked, faculty and staff can describe the different types of reports available to them • When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction

I(4): The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals to produce learning results.
Applying (3)	The school leader monitors and analyzes the results of student growth and progress on state and district assessments AND achieves results.
Developing (2)	The school leader monitors and analyzes the results of student growth and progress on state and district assessments.
Beginning (1)	The school leader attempts to analyze and monitor the progress of student growth and progress on state and district assessments, but does not complete the task or does so partially.

Not Using (0)	The school leader does not attempt to analyze and monitor the progress of student growth and progress on state and district assessments.

Evidences for Element 4 of Domain I
• The school leader achieves results on the school's learning goals* • Student learning results are evidenced by growth and progress on district and state assessments* • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments* • Reports, charts, and graphs are available for individual students depicting their status and learning growth • Individual student achievement is examined from the perspective of value-added results • Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments) • Individual student reports, graphs, and charts are regularly updated to track growth in student achievement • Teachers regularly analyze school growth data for individual students • School leadership teams regularly analyze individual student performance data • The school leader analyzes achievement data for student subgroups within the school • When asked, individual students and their parents can describe their achievement status and growth • When asked, faculty can describe the different types of individual student reports available to them • When asked, faculty and staff can analyze data of their individual students including all subgroups

I(5): The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet individual achievement goals .

Scale Value	**Description**
Innovating (4)	The school leader continually examines and expands the process for using individual student response data.
Applying (3)	The school leader ensures teachers collect student response data AND monitors to determine if the data are used for determining effectiveness of instruction and implementing appropriate interventions school-wide for all student subgroups to help

	all students meet their individual achievement goals.
Developing (2)	The school leader ensures that teacher collected student response data are used to determine effectiveness of instruction and school-wide interventions for all subpopulations to help all students meet individual achievement goals.
Beginning (1)	The school leader attempts to use teacher collected student response data to determine the effectiveness of instruction and school-wide interventions, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to collect student response data to ensure that data are used for determining effectiveness of instruction and school-wide interventions for all subgroups.

Evidences for Element 5 of Domain I
• The school leader ensures differentiated instruction is a predominant instructional practice *
• When asked, students report their teachers provide culturally relevant instruction that helps them learn *
• Data are available to show differentiated instruction is a predominant instruction practice*
• The school leader is focused on opportunities for students to continuously improve and be successful
• Student response data are utilized to determine effectiveness of instruction and school level interventions
• The school leader routinely analyzes student response data to determine programs needed to extend the school day, week, and/or year
• The school schedule is designed so that students can receive academic help while in school
• Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)
• Response to intervention measures are in place
• Tutorial and enrichment programs are in place when data support the need for these interventions
• Data are collected and available to monitor student participation in intervention or enrichment programs
• When asked, teachers can explain the interventions in place to help individual students met their goals
• When asked, student and/or parents can identify interventions in place to help them meet their goals
• When asked, students report their school has programs in place to help them meet their achievement goals
• When asked, students report their responses are analyzed and used by the school leader

Domain II: Continuous Improvement of Instruction

II(1): The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Scale Value	Description
Innovating (4)	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.
Applying (3)	The school leader communicates goals and expectations using the Florida common language of instruction AND monitors the extent to which the faculty, students, and parents understand the instructional model, its goals, and impact on student performance.
Developing (2)	The school leader establishes a clear vision as to how instruction should be addressed in the school and communicates expectations for using the Florida common language of instruction and communicates the expectation for student performance to all stakeholders.
Beginning (1)	The school leader attempts to establish a vision as to how instruction should be addressed in the school and attempts to communicate expectations for using the Florida common language of instruction and the expectation for student performance to all stakeholders but does not complete the task or does so partially.
Not Using (0)	The school leader does not have a clear vision as to how instruction should be addressed in the school, does not attempt to communicate goals and expectations for using the Florida common language of instruction, and does not communicate student performance expectations to all stakeholders.

Evidences for Element 1 of Domain II
• The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model.* • The common language of instruction is used to communicate expectations for teacher and student performance • The school-wide model of instruction utilizes strategies to promote learning for subgroups within the school • The school-wide common language of instruction is used regularly by faculty in their professional learning communities • The school-wide common language of instruction is used regularly in faculty and department meetings • Professional development opportunities are provided for new teachers regarding the school-wide model of instruction • Professional development opportunities are provided for all teachers regarding the school-wide model of instruction • New initiatives are prioritized and limited in number to support the instructional model • The school-wide common language of instruction is used regularly by faculty in their informal conversations • When asked, teachers can describe the major components of the school-wide model of instruction • When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

II(2): The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
Applying (3)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and tracks their individual progress, AND monitors the extent to which teachers achieve their growth goals to effectively serve the school population.
Developing (2)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and tracks their individual progress.

Beginning (1)	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and tracks their individual progress, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to employ teachers with instructional skills to meet the needs of the school population and does not ensure that teachers establish growth goals regarding their pedagogical skills or track their individual progress.

Evidences for Element 2 of Domain II

- The school leader employs teachers with instructional skills to serve the school population
- The school leader meets regularly with teachers regarding their growth goals
- Individual teachers have written statements of their pedagogical growth goals
- Individual teachers keep track of their progress on their pedagogical growth goals
- The school leader has demonstrated a track record of hiring effective and highly effective teachers
- The school leader has a system in place to effectively evaluate the selection process for hiring new teachers
- The school leader has a system in place to effectively evaluate and revise the new teacher induction program
- The school leader has a track record of retaining effective teachers
- The school leader documents and tracks the growth of each teacher on their pedagogical goals
- When asked, teachers can describe their progress on their pedagogical growth goals
- When asked, the school leader can produce evaluation results, growth plans, and supports for struggling teachers
- When asked, teachers can share documented examples of how reflection has improved their instructional practice

II(3): The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
Applying (3)	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly gives teachers feedback regarding the

	effectiveness of these strategies, AND monitors the extent to which the information is used to identify the case and effect of instruction practice on student achievement.
Developing (2)	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.
Beginning (1)	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.

Evidences for Element 3 of Domain II

- Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*
- The school leader ensures instructional practices are appropriate for the level of text complexity
- The school leader can describe effective practices and problems of practice of the teachers in the school
- The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE
- The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning
- When asked, teachers can describe the predominant instructional practices used in the school
- When asked, teachers can explain the relationship between professional practice and student achievement*
- When asked, students can explain why they learn from their teacher

II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher feedback processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader ensures that specific evaluation data are collected from multiple sources on each teacher regarding their pedagogical strengths and weaknesses AND

	monitors the extent to which teacher feedback on the use of high effect size strategies improves instruction and is consistent with student achievement data.
Developing (2)	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.
Beginning (1)	The school leader attempts to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses or that these data are gathered from multiple sources.

Evidences for Element 4 of Domain II
• The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels * • Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers * • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing • Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data • The school leader can link teacher evaluation data with student achievement data • When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

II(5): District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates instructional initiatives and professional development programs to ensure they remain job-embedded, focused on instructional growth goals, and intervene with teachers who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures instructional initiatives and job-embedded professional development and learning are provided to teachers that are directly related to their instructional growth goals AND monitors the extent to which professional learning results in teachers improving their instructional practices and impacts student achievement.
Developing (2)	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.
Beginning (1)	The school leader attempts to implement instructional initiatives and to ensure that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to implement instructional initiatives and does not ensure that job-embedded professional development is provided to teachers that are directly related to their instructional growth goals.

Evidences for Element 5 of Domain II

- The school leader uses data to measure teacher progress toward instructional initiative goals.
- Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals
- The school leader tracks teacher participation in professional development activities
- Teacher-led professional development is available to teachers regarding their instructional growth goals
- Instructional coaching is available to teachers regarding their instructional growth goals
- Data are collected linking the effectiveness of professional development to the improvement of teacher practices
- Data are available supporting deliberate practice is improving teacher performance
- Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction
- Online professional learning courses are available to teachers to support instructional initiatives
- The school leader tracks teacher participation in professional development activities to support deliberate practice
- The school leader uses data to measure teacher progress toward instructional initiative goals
- When asked, teachers can describe how professional development supports their attainment of

professional learning and instructional growth goals

II(6): The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

Scale Value	Description
Innovating (4)	The school leader continually monitors instruction and, when needed, seeks new strategies to ensure all ESOL students receive appropriate instruction.
Applying (3)	The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies AND monitors the extent to which the utilization of ESOL strategies are appropriate for the students in the class.
Developing (2)	The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies.
Beginning (1)	The school leader attempts to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies.

Evidences for Element 6 of Domain II
• The school leader can readily identify effective ESOL instructional strategies when conducting classroom visitations and provide meaningful feedback to teachers. • Professional development courses and resources are available for teachers to learn ESOL teaching strategies • Instructional coaching is available to teachers to provide feedback regarding the use of appropriate ESOL strategies • Data are available supporting deliberate practice with ESOL strategies results in improved teacher and student performance • Online professional learning courses are available to teachers to support learning of ESOL instructional strategies • The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies • When asked, teachers can describe how professional development supports their attainment of learning ESOL instructional strategies • When asked, ESOL students report their teacher uses strategies that help them learn. • When asked, ESOL student can identify specific strategies that help them learn. • The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies

Domain III: A Guaranteed and Viable Curriculum

III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards, and the leader intervenes with teachers who do not follow the state and district standards.
Applying (3)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is effectively delivered and the assessments properly administered.
Developing (2)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.
Beginning (1)	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not

	complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.

Evidences for Element 1 of Domain III
• Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards * • The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements* • When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments * • The school leader utilizes multiple media sources to communicates local, state and federal learning standards to teachers, students and parents • Curriculum documents are in place that correlate the written curriculum to state and district standards • Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum • Information is available examining the extent to which assessments accurately measure the written and taught curriculums • School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance • The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor • Evidence is available demonstrating the assessments are accurately measuring the state and district standards • When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s) • When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement

III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Scale Value	Description
Innovating (4)	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.

Applying (3)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.
Beginning (1)	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.

Evidences for Element 2 of Domain III
• A written list of essential elements is in place • Essential elements have been articulated as proficiency scales or rubrics • A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements • Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps) • The school leader has a plan in place to monitor the curriculum is taught in the time available to teachers • When asked, teachers can describe which elements are essential and can be taught in the scheduled time • When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community • When asked, students report they have time and resources to learn the curriculum

III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.
Applying (3)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.
Developing (2)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.
Beginning (1)	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.

Evidences for Element 3 of Domain III
• Tracking systems are in place that examine each student's access to the essential elements of the curriculum • Parents are aware of their child's current access to the essential elements of the curriculum • All students have access to advanced placement or other rigorous courses • All students have a prescribed program of study that documents access to courses • The school leader ensures teachers have completed appropriate content area training in their subject area courses • The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps • Data are available to verify student achievement and growth in critical content and standards • Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses • When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics • When asked, students report they have access to rigorous courses • When asked, students report they have opportunities to learn the critical content of the curriculum

III(4): The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers who do not implement these instructional processes as routine events.
Applying (3)	The school leader ensures teacher implementation of reading strategies with cognitively challenging text AND monitors the extent to which these processes are routine events.
Developing (2)	The school leader ensures teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event
Beginning (1)	The school leader attempts to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Evidences for Element 4 of Domain III
• Tracking systems are in place that examine teacher use of reading strategies with cognitively challenging text • Data are available to ensure the use of close reading rereading of complex text are routinely used by teachers • School leader understands the research to support complex text and tasks as prescribed in the Common Core State Standards • Teachers are trained in the dimensions of text complexity • School leader is able to identify effective instructional practices when observing the use of complex text, complex tasks, and the use of scaffolding strategies • Literacy actions plans are established school-wide • School leader actively monitors the literacy action plan and participates in the school's Reading Leadership team meetings • School leader supports the role of the literacy coach and shares a common vision for the

coach's role with the faculty
- When asked, teachers can describe the instructional strategies that result in the highest student learning for cognitively complex text
- When asked, students report they have access reading resources with cognitively complex text

Domain IV: Communication, Cooperation and Collaboration

IV(1): The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

Scale Value	Description
Innovating (4)	The school leader seeks new strategies to maximize the operations of the school to provide resources and supports to teachers who do not actively participate in opportunities to meet their goals regarding effective instructional practices.
Applying (3)	The school leader manages the organization, operations, and facilities to ensure that teachers have regular opportunities for professional learning, time to interact regarding effective instructional practices and to observe specific examples of effective teaching AND monitors the extent to which teachers actively participate in those opportunities to meet their priority professional goals.
Developing (2)	The school leader manages the organization, operations and facilities to ensure that teachers have regular opportunities for professional learning, time to interact collegially regarding effective instructional practices and observe specific examples of effective teaching.
Beginning (1)	The school leader attempts to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact collegially regarding effective instructional practices and observe specific examples of effective teaching, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching.

Evidences for Element 1 of Domain IV
• The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals • Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) • The school leader manages time effectively in order to maximize focus on instruction • Teachers have opportunities to engage in instructional rounds • Teachers have opportunities to view and discuss video-based examples of exemplary teaching • Teachers have opportunities to interact about effective teaching via technology • Instructional practices are regularly discussed at faculty and department meetings • Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings • Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching • Information is available regarding teacher participation in virtual discussions regarding effective teaching • The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices • When asked, teachers report their participation in observing other teachers results in individual self-reflection and growth • When asked, teachers can explain how the operation of the school ensures time and resources for professional learning

IV(2): The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions.
Applying (3)	The school leader actively listens and communicates to ensure teacher have roles in the decision making process regarding school initiatives AND monitors the extent to which teacher input is used to make decisions.
Developing (2)	The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

Beginning (1)	The school leader attempts to actively listen and communicate to ensure that teachers have roles in the decision-making process regarding school initiatives, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to actively listen and communicate to ensure that teachers have roles in the decision-making process regarding school initiatives.

Evidences for Element 2 of Domain IV
• The school leader provides evidence of actively listening and learning from faculty and staff* • Data are available to support the leader engages faculty in constructive conversations about important school issues* • Electronic tools are utilized to collect teacher input data which are used in the school's decision making process *(e.g. online surveys) • Data-gathering techniques are in place to collect information from teachers • Notes and reports are in place that describe how teacher input was used when making specific decisions • Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school • The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects • The school leadership team has critical roles in facilitating school initiatives • When asked, teachers report they feel their input is valued and used by the school leader to enhance the school

IV(3): The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Scale Value	**Description**
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to

	curriculum, assessment, and instruction AND monitors the extent to which these goals and plans are designed to accelerate the achievement of the diverse school population.
Developing (2)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction.
Beginning (1)	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction.

Evidences for Element 3 of Domain IV
• The Florida Continuous Improvement Model (FCIM) is used to support continuous improvement* • The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well-being* • Professional learning communities (PLCs) are in place • The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance * • PLCs have written goals for improving instructional practices and student learning • The school leader regularly examines the PLC's progress toward goals • Common assessments are created by PLCs • Student achievement and growth for all subgroups in the school are analyzed by PLCs • Data teams are in place • Data teams have written goals and develop instructional plans to meet their goals • The school leader regularly examines each data team's progress toward goals • The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement • When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students

IV(4): The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

Scale Value	Description
Innovating (4)	The school leader utilizes new strategies and interventions when emerging leaders are not progressing in career advancement.
Applying (3)	The school leader actively identifies and cultivates emerging leaders AND monitors the extent to which they are prepared for career advancement.
Developing (2)	The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.
Beginning (1)	The school leader attempts to identify and cultivate emerging leaders and prepare them for career advancement, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to identify and cultivate emerging leaders and prepare them for career advancement.

Evidences for Element 4 of Domain IV
• Responsibility is delegated to emerging leaders to prepare them for career advancement opportunities* • The school leader models effective leadership practices and mentors emerging leaders • The school leader has a record of inspiring others in their practice • The school leader models effective leadership practices and mentors emerging leaders • The manner in which data are used is made transparent • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities • The school leader encourages faculty members to continue their education and assists them with career planning • The school leader effectively identifies potential leaders and guides them in career development • The school leader demonstrate ongoing mentoring of teacher leaders • Teacher leaders and other faculty are empowered to share in the leadership of the school

IV(5): The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when students, parents, and

	community input are not working to optimize the function of the school.
Applying (3)	The school leader actively communicates and ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optional functioning of the school learning environment.
Developing (2)	The school leader actively communicates and ensures that input is regularly collected from students, parents, and community.
Beginning (1)	The school leader attempts to actively communicate and ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to communicate or ensure that input is regularly collected from students, parents, and community.

Evidences for Element 5 of Domain IV
• The school leader provides evidence of actively listening and learning from students, parents and community* • Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues* • Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school • Data are archived and reports regularly generated regarding these data • The manner in which these data are used is made transparent • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input to enhance decision making and efficiency throughout the school* • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • The school leader conducts focus group meetings with students and parents • The school leader hosts or speaks at community/business events • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school* • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures • When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Domain V: School Climate

V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.
Applying (3)	The school leader continually engages in deliberate practice activities to improve his or her professional practices AND monitors the extent to which these activities enhance leadership skills and the staff's confidence about his or her ability to lead.
Developing (2)	The school leader continually engages in activities to improve his or her professional practices.
Beginning (1)	The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to engage in activities to improve his or her professional practices.

Evidences for Element 1 of Domain V
• The school leader has a written annual growth plan with deliberate practice goals and priorities* • The school leader constantly evaluates decisions for their effectiveness * • The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school * • The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school * • The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct * • The school leader has demonstrated his or her ability to use thinking and problem-solving skills to define problems and identify solutions * • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses • The school leader uses evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan • The school leader models ethical leadership for self and has the same expectation for faculty and staff • When asked, faculty and staff identify the school administrator as the leader of the school • When asked, faculty and staff generally agree as to the vision provided by the school leader

V(2): The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.
Applying (3)	The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement AND monitors the extent to which the school community perceives his or her actions are guided by the desire to continually improve the school and help all students learn.
Developing (2)	The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement.
Beginning (1)	The school leader attempts to demonstrate resiliency in pursuit of continuous school improvement, but does so sporadically or inconsistently.
Not Using (0)	The school leader does not attempt to demonstrate resiliency in pursuit of continuous school improvement.

Evidences for Element 2 of Domain V
• The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers * • The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent with leadership * • Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn • The school leader can identify how learning from adversity has enabled him/her to be a focused leader • The school leader has a track record of making tough decisions to keep learning and teacher effectiveness as priorities • Faculty and staff describe the school leader as uncompromising in regards to raising student achievement • Faculty and staff describe the school leader as one who “walks the walk and talks the talk” • The school leader demonstrate his or her ability to follow through with initiatives • Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement • The school leader acknowledges when school goals have not been met or initiatives have failed

and revises the plan for success • The school leader actively promotes practices and policies acknowledging the diversity in the school • Faculty and staff describe the school leader as one who speaks with candor • Faculty and staff describe the school leader as one who is willing to "take on tough issues" • When asked, students describe the leader as one who makes their school better • When asked, students describe the leader as one who helps them overcome obstacles to learning

V(3): The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Scale Value	Description
Innovating (4)	The school leader adapts, updates, and modifies procedures and strategies as necessary to ensure a climate to support student engagement in learning.
Applying (3)	The school leader ensures that faculty and staff establish a school climate to support student engagement in learning AND monitors the extent to which feedback on the quality of the learning environment supports student engagement in learning.
Developing (2)	The school leader ensures faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.
Beginning (1)	The school leader attempts to ensure that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Evidences for Element 3 of Domain V
• Clear and specific routines and procedures are in place to keep the school engaged in learning* • Continuous feedback is provided teachers regarding the learning environment in their classrooms and the school* • Highly engaged classroom practices are routine at the school* • The school leader provides a means for faculty and staff to communicate about the safety of their school • Faculty and staff know the emergency management procedures and how to implement them for

specific incidents • The school leader can provide evidence of practicing emergency management procedures for specific incidents • The school leader can provide evidence of updates to the emergency management plans and communication of them to the faculty and staff • When asked, faculty and staff describe the school as a safe and orderly place focused on learning • When asked, the faculty and staff describe the leader as highly visible and accessible

V(4): The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

Scale Value	Description
Innovating (4)	The school leader adapts, updates, and modifies procedures and strategies as necessary to ensure a school environment focused on student engagement and the perception that it is preparing students for life in society.
Applying (3)	The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement AND monitors the extent to which the learning environment is preparing students for life in a democratic society and global economy.
Developing (2)	The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy**.**
Beginning (1)	The school leader attempts to ensure that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that students, parents, and the community recognize the school learning environment supports student engagement or is preparing students for life in a democratic society and global economy.

Evidences for Element 4 of Domain V
• Instructional strategies for highly engaged classrooms are part of the school learning environment * • The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements • The school leader ensures students are ready to be contributing members of society and

participate in a global community
- The school leader cultivates relationships with students, parents, and community leaders to improve the school
- The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media)
- The school leader employs social media so that students may anonymously report potential incidents
- The school leader engages parents and community regarding issues of school safety to ensure an environment focused on student engagement
- When asked, parents and students describe the school as a safe and orderly place focused on student engagement
- When asked, students, parents, and community members describe the school as safe, respectful, and student centered
- When asked, parents, students and community members describe the leader as highly visible and accessible

V(5): The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale Value	Description
Innovating (4)	The school leader actively seeks and procures extra resources to enhance instruction priorities and the learning environment.
Applying (3)	The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary for systemic support of effective teaching AND monitors the extent to which plans, resources, and efficiencies enhance instructional priorities and student achievement.
Developing (2)	The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary to support instructional priorities, the learning environment, and student achievement.
Beginning (1)	The school leader attempts to ensure strategic instructional resourcing and attempts to manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure strategic instructional resourcing and does not manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment.

Evidences for Element 5 of Domain V
• The school leader manages and imposes deadlines on self and the organization that effect the operation of the school* • The school leader effectively manages materials, time and resources for specific classes and courses meet the state or district specifications for those classes and courses • The school leader effectively manages human, fiscal and facility resources to provide support for instruction • The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds) • The school leader manages time effectively in order to maximize focus on instruction • The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning • The school leader provides adequate training for the instructional technology teachers are expected to use • When asked, faculty and staff report that they have adequate materials to teach effectively • When asked, faculty and staff report that they have adequate time to teach effectively • When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction

V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.
Applying (3)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which teachers and students feel honored for their success and contributions.
Developing (2)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.
Beginning (1)	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole or the accomplishments of individuals within the school.

Evidences for Element 6 of Domain V
• The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media) • The school leader plans for and celebrates the success of the diverse populations in the school • The school leader recognizes incremental success of students and teachers • The school leader recognizes the success of individual departments • The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year) • When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated • When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated

Scoring for Leadership Evaluation

Element	Average Score	Weight	Weighted Score
Domain 1		**20%**	
Element 1	2.7	5%	0.135
Element 2	2.9	4%	0.116
Element 3	3.1		
Element 4	2.4	3%	0.072
Element 5	3.0	5%	0.150
Domain 2		**40%**	
Element 1	2.9	10%	0.290
Element 2	3.1	9%	0.279
Element 3	3.1	8%	0.248
Element 4	2.7	4%	0.108
Element 5	2.4	4%	0.096
Element 6	2.8	5%	0.140
Domain 3		**20%**	
Element 1	2.4	8%	0.192
Element 2	2.7	4%	0.108
Element 3	2.7	4%	0.108
Element 4	2.6	4%	0.104
Domain 4		**10%**	
Element 1	3.3	3%	0.099
Element 2	3.0	2%	0.060

Step 1: Rank elements in each domain and find the average if there are multiple scores for an element.

Step 2: Multiply the score for each element by the weight for the element.

Element 3	2.8	2%	0.056
Element 4	2.8	2%	0.056
Element 5	1.0	1%	0.010
Domain 5		**10%**	
Element 1	2.8	2%	0.056
Element 2	2.5	2%	0.050
Element 3	3.0	2%	0.060
Element 4	3.1	2%	0.062
Element 5	2.4	1%	0.024
Element 6	2.2	1%	0.022
		Total:	**2.659**

If no evidence is recorded for an element the lowest score is used : 1

Step 3: Add together weighted scores for a final status score.

INSTRUCTIONAL LEADERSHIP AND SOURCES of DATA and DATA COLLECTION

Step 1 - Principals Data and Professional Development Planning – Spring-Summer

A. Principals to review school wide data, including FSA, iReady, STAR, etc.
B. Principals to review the evaluation results, including student achievement data.
C. Principals and Directors to determine professional development needs and determine focus and timeline for FSS/Marzano PLC. PLC release time will include "Instructional Rounds" that focus on teacher growth targets and high effect size instructional strategies incorporated into evaluation indicators.

Step 2 – Teachers' Summative Evaluation Meeting – June-September

A. Teachers meet with the principal to review the evaluation results, including student achievement data.
B. Teacher Growth Plan (TGP) developed - Professional development needs identified. A goal specific to FSS and another key strategy will be developed.

Step 3 - Principals' Pre-Evaluation Planning - August

A. Individual data analysis by administrator and evaluator
B. Individual reflection by principal by scoring each element of the District Feedback Form
C. Use of school wide data to continue development of School Improvement Plan (SIP)
D. Principals develop their Deliberate Practice Growth Plan

Step 4 – Leading Monthly School Data Meetings and Monitoring Application to Practice

August - October

A. Facilitate monthly school data meetings and observe classrooms for change in instructional practice
B. Individual district and school leaders' analysis of mid-year data and SIP progress
C. PLC release time to begin
D. Principals conduct teacher observations that include checks for evidence of FSS implementation, including units, reading and writing
E. Principals provide feedback that includes comments on FSS implementation.

Step 5 – **Fall Data Meeting Between Administrator and Evaluator** – October

A. *Principals' Data Meeting* – Review data: progress monitoring, discipline, attendance, school data meetings, SIP and FSS/PLC implementation.
B. Review of District Feedback Form reflection by administrator with the evaluator to arrive at consensus on element scores

C. Review of principal's Deliberate Practice Growth Plan-adjust if needed

Step 6 – **Monitoring: Observations and School Data Meetings** - September to May

A. Principals conduct teacher observations that include checks for evidence of FSS implementation, including units, reading and writing.
B. PLC release time to continue
C. Principals provide feedback that includes comments on FSS implementation.
D. Facilitate monthly school data meetings and observe classrooms for change in instructional practice.

Step 7 – **District School Fidelity Walkthroughs (Instructional Rounds)** – September to May

A. The Superintendent, Directors of Curriculum, Accountability, ESE, and HR do school classroom walkthroughs
B. The focus will include evidence of FSS (reading, close reading, written response based on text evidence, listening, speaking, CIS, Great Books, math and science inquiry, rigor, high order questioning), RtI (differentiation), scaffolded instruction

Step 8 – **Monitoring, Data Collection, and Application to Practice** – Dec.-Jan.

A. Principals conduct teacher observations that include checks for evidence of FSS implementation, including units, reading and writing
B. PLC release time to continue

C. Principals provide feedback that includes comments on FSS implementation.
C. Facilitate monthly school data meetings and observe classrooms for change in instructional practice
D. Individual district and school leaders' analysis of mid-year data and SIP progress
E. Individual reflection by administrator and evaluator by scoring each element of the evaluation - District Feedback Form (DFF) – Mid-Term

Step 9 – Mid-Year Principals' Data Meeting – January

A. *Principal Data Conferences* - District feedback provided to principals on data: progress monitoring, discipline, attendance, school data meetings and SIP.
B. iObservation – update on teachers scoring Needs Improvement or below and professional development adjustments seen in TGP
C. Update on schools FSS implementation and PLC progress
D. Adjustment to Deliberate Practice Growth Plan if needed

Step 10 - Leading Monthly School Data Meetings and Monitoring Application to Practice

Jan. – May

A. Principals conduct teacher observations that include checks for evidence of FSS implementation, including units, reading and writing.
B. PLC release time to continue
C. Principals provide feedback that includes comments on FSS implementation.
D. Facilitate monthly school data meetings and observe classrooms for change in instructional practice.

Step 11 – Comprehensive Needs Assessment – Spring - Meet with Title I Committee and/or SAC to review Climate Survey and other at-risk indicators (attendance, discipline, ect) for upcoming SIP development

Step 12 - Prepare a Consolidated Performance Assessment – May-July

A. Individual data analysis by administrator and evaluator of principal's annual cumulative data.
B. Administrator creates draft of Deliberate Practice Growth Plan (DPGP).

Step 13 – Year-End Meeting Between Administrator and Evaluator July-August

Principals and APs meet with evaluator to review summative evaluation results, including student achievement data.

Step 14 – **Year-End Principal Evaluation Committee Review** – Summer
Principal Evaluation Review Committee meets to review Principal Evaluation Plan and make recommendations to improve plan and/or the implementation process. Data/input for review collected from Principals and Evaluators.

Step 1: Compare score to scale for final leadership practice status rating.

Level	Rule
Highly Effective	>= 3.5
Effective	<3.5 and >= 2.5
Needs Improvement	<2.5 and >= 1.5
Unsatisfactory	<1.5

Overall Leadership Practice Status Score:	**2.659**
Overall Leadership Practice Status:	Effective

Scoring for Deliberate Practice

Step 2: Calculate the Deliberate Practice average growth level. The Deliberate Practice Score measures progress against specific elements targeted by the leader for personal growth.

Elements of Focus	Initial	Final	Growth
Element 1	2	3	1
Element 2	2	4	2
Element 3	3	4	1
Average Growth Level:			**1.33**

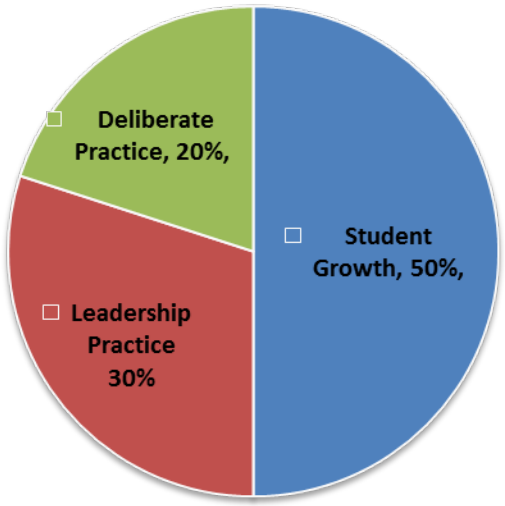
Step 3: Find the deliberate practice score based on the scoring rules. The Deliberate Practice Score = 3

Deliberate Practice Score Rules	Level	Rule
Highly Effective	4	AGL > 3 or >= Level 4 on all targets
Effective	3	AGL > 2 or >= Level 3 on all targets
Needs Improvement	2	AGL <= 2 or >= Level 2 on all targets
Unsatisfactory	1	AGL = 0 or Level 1 or 0 on all targets

Step 4: Add weighted Leadership Practice, Deliberate Practice, and Student Growth Scores for the Final Leadership Effectiveness Score.

Final Score Components	Rating	Weight	Final
Overall Leadership Practice Score	2.659	30%	0.80
Overall Deliberate Practice Score	3	20%	0.60
Overall Student Growth Score	2.65	50%	1.33
Final Score:			**2.73**
Final Proficiency Level:			**Effective**

The following optional chart is provided for your convenience to display the crosswalk of the district's evaluation framework to the Principal Leadership Standards. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.



Annual Evaluation Report for School Leader

School Leader: _____	Current Assignment: _____
District: _____	
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an evaluator's evaluation of a school leader's performance during a specific year based on specific criteria as it relates to the Marzano School Leadership Evaluation Model.

Directions: Examine all sources of evidence for each of the five domains in this form as it applies to the leader's performance score and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation status of the leader's performance, sign the form, and obtain the signature of the school leader.

Use the accompanying Excel worksheet to calculate the leader's practice score and deliberate practice scores, and ultimately the overall performance score.

2. Status Score

Directions: Use the accompanying spreadsheet to compute the leader's overall status score. You will need to obtain data for each of the five domains in order to compute an overall leadership score.

Evaluator Comments:

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
>=3.5	<3.5 and >=2.5	<Score of 2.5and >=1.5	<1.5

3. Deliberate Practice Score

The leader's deliberate practice score reflects his/her progress against specific elements in the Five Domains of Marzano Leadership Evaluation Model.

Directions: Identify the leader's target element(s) for improvement. Then use the accompanying spreadsheet to compute the leader's overall deliberate practice score. You will need to obtain data for each of the five domains in order to compute an overall score.

Target Elements:	**Sources of Evidence for Respective Element:**
Element: _____	**Sources:** _____
Element: _____	**Sources:** _____
Element: _____	**Sources:** _____

Evaluator Comments:

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
AGL>3 or >= Level 4 On all targets	AGL>2 or >= Level 3 On all targets	AGL>2 or >= Level 2 On all targets	AGL= 0 or Level 1 or 0 on all targets

4. Student Achievement Score

Combination of school-wide VAM scores (Current year or up to 3 years if available).

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 2.0 – 1.4

5. **FINAL SCORE**: The final Leadership Effectiveness score reflects the leader's overall performance and includes the leadership practice score, deliberate practice score, and overall student growth score calculations. The approved final score components are weighted: leadership score 30%, deliberate practice score 20% and the overall student growth score is weighted 50% of the final score.

Directions: Use the accompanying spreadsheet to compute the leader's overall score that includes both status and deliberate practice scores.

FINAL SCORE:

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

6. Signatures

Evaluator: I certify that the before named school leader has been evaluated regarding his/her final leadership proficiency score.

Evaluator's Signature: Date: _____

_____

Evaluator Comments:

Leader: I acknowledge the receipt of this Annual Evaluation Form.

Leader's Signature: Date: _____

_____

Leader's Comments:

Superintendent

Superintendent's Signature: Date: _____

_____

Florida School Leader Assessment (FSLA)

A Multidimensional Leadership Assessment

4 Domains - 10 Proficiency Areas - 45 Indicators

A summative performance level is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- **Florida School Leader Assessment (FSLA)**
- **Deliberate Practice Score**

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score	Marzano Leadership Model[1]
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.	
Indicator 1.1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).	**I(1)** **III(1*[2])**
Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.	**I(1, 3)** **II(3*, 4*)**
Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.	**I(1, 2)**
Indicator 1.4 – Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.	**I(2, 4*)**
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a	

[1] See the Marzano School Leadership Evaluation Model for additional information. The Marzano Leadership Model column provides the Domain number in roman numeral (I, II, III, IV, or V), followed by the numeric element numbers that align to the respective FSLA Indicator.

[2] The placement of an asterisk (*) denotes the element contains required evidences. See the Marzano School Leadership Evaluation Model for additional information.

learning organization focused on student success.	
Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	**I(1, 2, 4*) II(1*, 3*) IV(3)**
Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.	**III(3) IV(3, 4) V(2*)**
Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.	**I (1)**
Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.	**III (1*)**

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators This domain contributes 40% of the FSLA Score	Marzano Leadership Model
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.	
Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida's common language of instruction to guide faculty and staff implementation of the foundational principles and practices.	**II(1*)**
Indicator 3.2 – Standards-based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.	**II(4*) III(1*, 3) IV(3*)**
Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.	**I(1, 2)**
Indicator 3.4 – Curriculum Alignments: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.	**I(1, 2)**
Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	**III(1*)**
Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.	**II(3*, 4*)**
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.	
Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.	**II(2)**
Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.	**II(3*, 4*)**

Indicator 4.3 – High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.	**II(4*)**
Indicator 4.4 –Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.	**II(5)**
Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.	**IV(1, 3*)** **V(5*)**
Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.	**I(1, 5*)** **II(4*, 5)** **IV(3*)** **V(5*)**
Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.	**II(4*)**
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.	**V(3, 4)**
Indicator 5.2 – Success Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.	**I(5*)** **IV(3*)** **V(2*, 6)**
Indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.	**II(3*)** **IV(3*, 5*)** **V(2*, 6)**
Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.	**I(1, 3, 4*)** **III(3)**

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Domain 3 – Organizational Leadership **4 Proficiency Areas – 16 Indicators** **This domain contributes 20% of the FSLA Score**	**Marzano Leadership Model**
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.	
Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.	**V(1*)**

Indicator 6.2 – Problem Solving: The leader uses critical thinking and problem solving techniques to define problems and identify solutions.	V(1*)
Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.	V(1*, 2*)
Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.	IV(2*, 4*)
Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.	IV(2*, 4*) V(5*)
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.	
Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.	IV(2*, 4*)
Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.	IV(2*, 4*)
Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.	IV(4*)
Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.	IV(4*) V(4*)
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.	
Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.	V(5*)
Indicator 8.2 –Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.	V(5*)
Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.	IV(1, 2*, 3*, 4*)
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.	
Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.	IV(2*, 5*)
Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.	I(2, 5*) II(1*) III(1*)
Indicator 9.3 – Accessibility: The leader maintains high visibility at school and in the community, regularly	IV(5*)

engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.	**V(1*)**
Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.	**V(6)**

Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.

Domain 4 - Professional and Ethical Behaviors 1 Proficiency Area – 4 Indicators This domain contributes 20% of the FSLA Score	**Marzano Leadership Model**
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.	
Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership , and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.	**V(1*, 2*)**
Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	**V(1*, 2*)**
Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.	**V(2*)**
Indicator 10.4 – Professional Conduct: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the education profession (Rule 6B-1.006, F.A.C.).	**V(1*)**

Research on Marzano's evaluation system: The Marzano School Leader Evaluation Model is based on in-depth research and an extensive review of contemporary literature in school administrator leadership. To develop the model, Dr. Marzano and his associates first conducted a survey of the available research on school administrator competence. From this survey, specific school leader actions and behaviors were identified that, historically, have had a relationship with student achievement. Four primary documents were used in the review of literature:

(1) A study by the Wallace Foundation, *Investigating the Links to Improved Student Learning* (Louis, Leithwood, Wahlstrom, and Anderson, 2010)

(2) *What Works in Oklahoma Schools*, conducted for the Oklahoma State Department of Education (Marzano Research Laboratory, 2011)

(3) Meta-analysis of School Leadership, published in *School Leadership that Works* (Marzano, Waters, and McNulty, 2005)

(4) The Marzano Study of School Effectiveness, published in *What Works in Schools* (Marzano, 2003)

3. Other Indicators of Performance

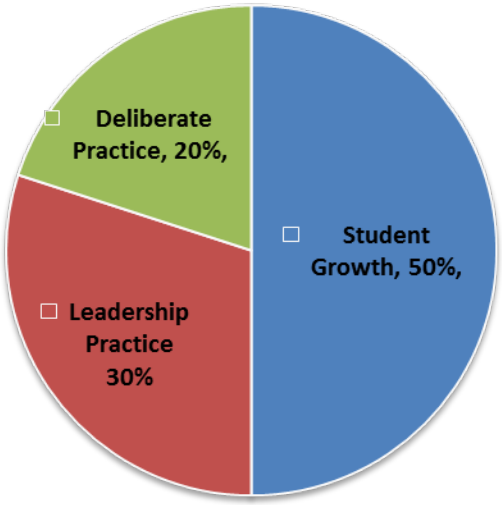
Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Leadership Plan
- Other indicators, as selected by the district



Additional Metric

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score. Choose one-three elements of Leadership Practice in section 2 to focus on.

Deliberate Practice **Proficiency Area(s) and Target(s) for Growth selected by School Leader**
Deliberate Practice Priorities: The leader identifies a short list of specific and measurable priority learning goals related to teaching, learning, or school leadership that target growth in the leader toward highly effective levels of personal mastery; takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish. Where FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needed and 10.2 addresses the leader's pursuant of learning aligned with school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership. Growth target 1: An issue that addresses a school improvement need and approved by leader's supervisor Growth target 2: An issue related to a knowledge base or skill set relevant to educational leaders and selected by the leader. Growth target 3-5: Optional: additional issues as appropriate. • The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s). • The description of a target should be modeled along the lines of learning goals. o A concise description (rubric) of what the leader will know or be able to do o Of sufficient substance to take at least 6 weeks to accomplish o Includes scales or progressive levels of progress that mark progress toward mastery of the goal. • Rating Scheme o Unsatisfactory = no significant effort to work on the targets o Needs Improvement = evidence some of the progress points were accomplished but not all of the targets o Effective = targets accomplished o Highly effective = exceeded the targets and able to share what was learned with others

FSLA Score

Domain 1 – 20% Domain 2 – 40% Domain 3 – 20% Domain 4 – 20%

Leadership Practice Score

FSLA Score (80%) + Deliberate Practice Score (20%) = Leadership Practice Score

Performance Level

Leadership Practice Score (50%) + Student Growth Measure Score (50%) = Summative performance Level

Highly Effective Effective Needs Improvement Unsatisfactory

4. Summative Evaluation Score

Directions:

The district shall provide:

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

Annual Evaluation Report for School Leader

School Leader: _____	Current Assignment: _____
District: _____	
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an evaluator's evaluation of a school leader's performance during a specific year based on specific criteria as it relates to the Marzano School Leadership Evaluation Model.

Directions: Examine all sources of evidence for each of the five domains in this form as it applies to the leader's performance score and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation status of the leader's performance, sign the form, and obtain the signature of the school leader.

Use the accompanying Excel worksheet to calculate the leader's practice score and deliberate practice scores, and ultimately the overall performance score.

7. Status Score

Directions: Use the accompanying spreadsheet to compute the leader's overall status score. You will need to obtain data for each of the five domains in order to compute an overall leadership score.

Evaluator Comments:

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
>=3.5	<3.5 and >=2.5	<Score of 2.5and >=1.5	<1.5

8. Deliberate Practice Score

The leader's deliberate practice score reflects his/her progress against specific elements in the Five Domains of Marzano Leadership Evaluation Model.

Directions: Identify the leader's target element(s) for improvement. Then use the accompanying spreadsheet to compute the leader's overall deliberate practice score. You will need to obtain data for each of the five domains in order to compute an overall score.

Target Elements:	**Sources of Evidence for Respective Element:**
Element: _____	**Sources: _____**
Element: _____	**Sources: _____**
Element: _____	**Sources: _____**

Evaluator Comments:

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
AGL>3 or >= Level 4 On all targets	AGL>2 or >= Level 3 On all targets	AGL>2 or >= Level 2 On all targets	AGL= 0 or Level 1 or 0 on all targets

9. Student Achievement Score

Combination of school-wide VAM scores (Current year or up to 3 years if available).

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 3.0 – 1.4

10. **FINAL SCORE**: The final Leadership Effectiveness score reflects the leader's overall performance and includes the leadership practice score, deliberate practice score, and overall student growth score calculations. The approved final score components are weighted: leadership score 30%, deliberate practice score 20% and the overall student growth score is weighted 50% of the final score.

Directions: Use the accompanying spreadsheet to compute the leader's overall score that includes both status and deliberate

practice scores.

FINAL SCORE:

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

11. Signatures

Evaluator: I certify that the before named school leader has been evaluated regarding his/her final leadership proficiency score.

Evaluator's Signature: _____ Date: _____

Evaluator Comments:

Leader: I acknowledge the receipt of this Annual Evaluation Form.

Leader's Signature: _____ Date: _____

Leader's Comments:

Superintendent

Superintendent's Signature: _____ Date: _____

Superintendent Comments:

5. Additional Requirements

Directions:

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.]. Assistant Superintendent in accordance with BCSD Organizational Chart
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

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

  - District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
  - All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
  - At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.
- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

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

Step 1 - **Principals Data and Professional Development Planning** – Spring-Summer

D. Principals to review school wide data, including FSA, iReady, STAR, etc.
E. Principals to review the evaluation results, including student achievement data.
F. Principals and Directors to determine professional development needs and determine focus and timeline for FSS/Marzano PLC. PLC release time will include "Instructional Rounds" that focus on teacher growth targets and high effect size instructional strategies incorporated into evaluation indicators.

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

Step 5 – **Fall Data Meeting Between Administrator and Evaluator** – October

G. Principals' Data Meeting – Review data: progress monitoring, discipline, attendance, school data meetings, SIP and FSS/PLC implementation.
H. Review of District Feedback Form reflection by administrator with the evaluator to arrive
I. at consensus on element scores
J. Review of principal's Deliberate Practice Growth Plan-adjust if needed. PAGE 5

Step 9 – **Mid-Year Principals' Data Meeting** – January

E. *Principal Data Conferences* - District feedback provided to principals on data: progress monitoring, discipline, attendance, school data meetings and SIP.
F. iObservation – update on teachers scoring Needs Improvement or below and professional development adjustments seen in TGP
G. Update on schools FSS implementation and PLC progress
H. Adjustment to Deliberate Practice Growth Plan if needed PAGE 6

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

About Evaluation

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for the annual evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a). PAGE 3

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

Step 11 – **Comprehensive Needs Assessment** – Spring - Meet with Title I Committee and/or SAC to review Climate Survey (Staff and Parent) and other at-risk indicators (attendance, discipline, ect) for upcoming SIP development. Data included in Year-End review.

- Description of the district's peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].N/A
- If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].
  Step 11 – **Comprehensive Needs Assessment** – Spring - Meet with Title I Committee and/or SAC to review Climate Survey (Staff and Parent) and other at-risk indicators (attendance, discipline, ect) for upcoming SIP development. Data included in Year-End review.

Instructional Administrator Evaluated Less Than Effective

Any instructional administrator evaluated as less than effective will participate in specific professional development based on individual need.

6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3.,F.A.C.].
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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Evaluation Protocol

1) **Within 10 days after completion of the evaluation, a review will be conducted with the administrator. Results are submitted in writing to the Superintendent and to HR for placement in the personnel file.**
2) **The administrator may respond in writing and the response shall become a permanent attachment to the personnel file.**
3) **The district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment.**
4) **Any instructional administrator evaluated as less than effective will participate in specific professional development based on individual need.**

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district monitoring shall determine, at a minimum, the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

Training and Reflection

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

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

Things to know:

1. The Research Framework(s) on which the evaluation system is based. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework
2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
    a. The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.

b. The Rubrics – how to distinguish proficient levels.
c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

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

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

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

6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system? District will use 1-3 years of data as available.

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

8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

Please note:

- The evaluator is trained for the implementation of Instructional Leaders Evaluation System. The system information is provided in the Leadership Evaluation Plan.

- Evaluators will provide necessary and timely feedback to employees being evaluated as stated during data and curriculum meetings or formally three times per year.

- The evaluator will follow district policies and procedures in the implementation of evaluation system.

- Again, evaluation data is used to inform individual professional development, school, and district improvement plans during spring planning meetings.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators confirmed the inclusion of student performance:

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

For all school administrators:

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

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators:

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

For all school administrators:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

Description of training programs:

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

Documented:

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

For school administrators:

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

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

District Evaluation Procedures

The district has provided and meets the following criteria:

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

District Self-Monitoring

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

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