

School District of Baker County

School Administrator Evaluation System



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School Administrator Evaluation System

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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Part I: Evaluation System Overview

The purpose of the Baker County School District (BCSD) School Administrator Evaluation System is to establish procedures for determining the level of performance of all school-site administrative personnel and promote the professional growth of school administrators. The expectation of the evaluation process is that it will also lead to increased academic and social student outcomes which promote the district vision of preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

This evaluation system is shaped by requirements found in the Florida Statutes, Florida Administrative Code, contractual agreements between the district and the instructional bargaining unit, and guidelines established by the Florida Department of Education (FDOE). This administrative evaluation system supports increased student achievement and the overall school improvement process. Throughout the evaluation process, both evaluatees and evaluators will maintain a focus on professional growth. In addition, the opportunity for parental input is embedded in the system.

The procedures outlined follow the seven-step evaluation process referenced in Figure 1 below.

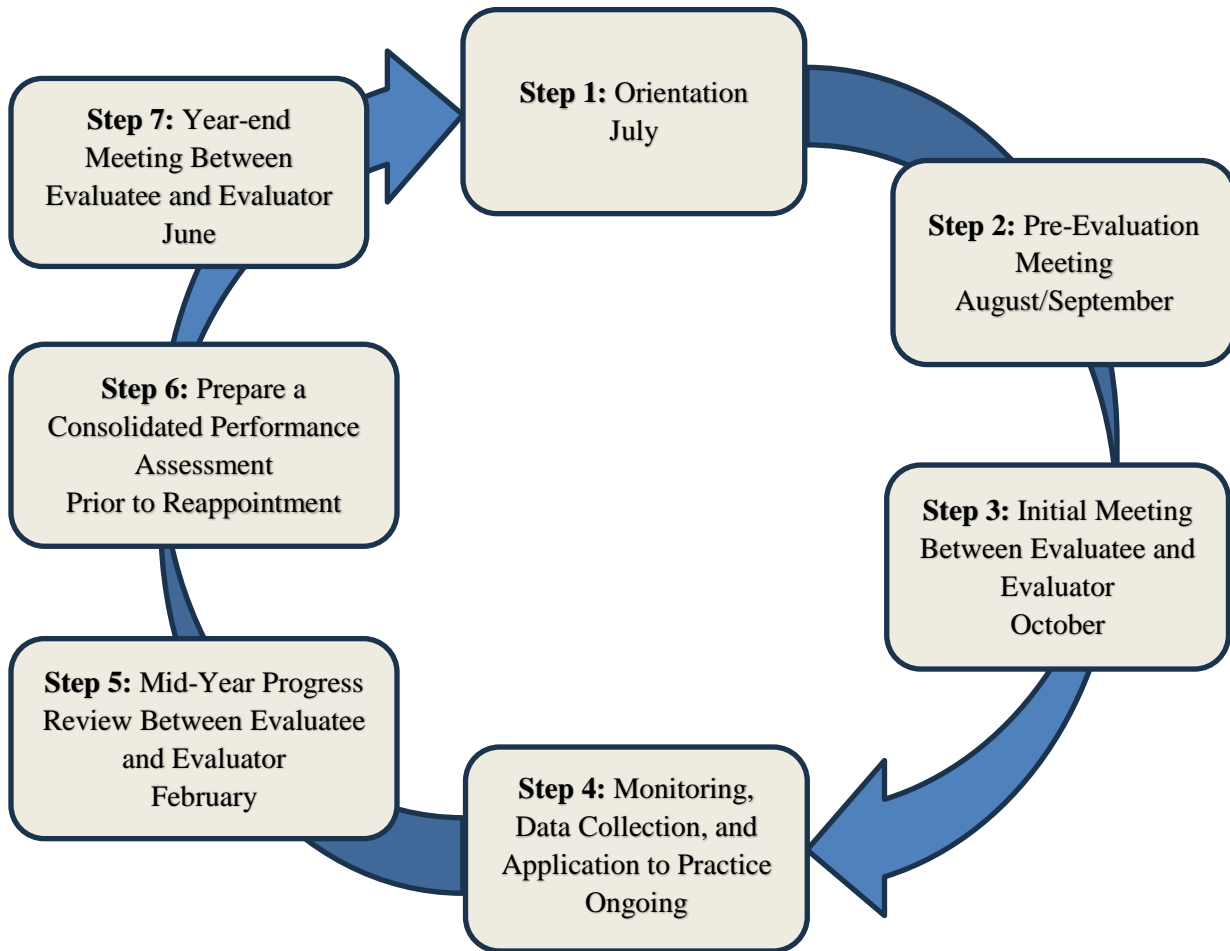


Figure 1

School Administrator Evaluation System

The BCSD School Administrator Evaluation System is designed to achieve the outcomes previously mentioned through measuring administrator performance in nine domains. The district evaluation framework for administrative personnel is based upon a group of instruments developed by Mr. Jerry Copeland. These instruments have been referred to as the Copeland Model. His research has led to the development of eight domains of instructional leadership and one domain of student performance.

- Domain 1: Institutional Growth and Development*
- Domain 2: Applied Systems Science*
- Domain 3: Institutional Climate*
- Domain 4: Instructional Leadership*
- Domain 5: Building and Site Management*
- Domain 6: Core Concepts of Management*
- Domain 7: Applied Protocols of Leadership*
- Domain 8: Staff Development*
- Domain 9: Student Growth and Achievement**

*These areas represent the instructional leadership domains and are combined to comprise two-thirds of the overall administrative evaluation score.

**This area represents the student achievement domain and comprises one-third of the overall administrative evaluation score.

The evaluation processes related to these nine domains are governed by the following guidelines.

- The enduement of fairness and sound legal principles
- Provision of the opportunity for supervisors to plan, coach, and counsel individuals for higher levels of performance
- Establishment of data collection and analysis procedures to provide feedback on individual, team, and system levels
- Focus on the improvement of academic and social student outcomes
- Focus on continuous improvement and individual professional growth
- The annual assessment will be based on the performance and experience of the individual
- There are two levels of appraisal:
 - Assistant Principal
 - School Principal
- There is an annual orientation on the administrator evaluation system and provision of guidance related to observing, coaching, and counseling for school administrators

This administrator evaluation system is designed to promote both individual administrator professional growth and the continuous improvement of the school in which the administrator serves. Through the seven steps of the evaluation process, the evaluatee and evaluator will utilize the outlined processes to achieve both personal and school improvement outcomes. The assessment system incorporates the following:

- The school mission and vision statements
- The school improvement plan as structured by the Florida Continuous Improvement Management System (CIMS)
- Specific job description found at:
 - Principal, Elementary School: <https://tinyurl.com/yc56wuyf>
 - Principal, Middle Junior High School: <https://tinyurl.com/83dmwzje>
 - Principal, High School: <https://tinyurl.com/3avek4vx>

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- Assistant Principal, Elementary School: <https://tinyurl.com/ae773f5n>
- Assistant Principal, Middle Junior High School: <https://tinyurl.com/ces37mh7>
- Assistant Principal, High School: <https://tinyurl.com/yeyw2cp7>
- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose
- The expectation that performance evaluation for an individual is finalized only after thorough planning sessions that include extensive evaluatee input
- A system structure that provides expectations for the processes to be implemented in a reasonable fashion
- The concept that data should be collected from a variety of sources which are clearly articulated through the seven-steps previously identified
- Current research which provides best practices for evaluatee performance appraisal
- The situational context of the evaluatee's service.

Part II: Evaluation System Requirements

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

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

- The district provides training programs and has processes that ensure:
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data and Reporting

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

Evaluation Procedures

- The district's system ensures all school administrators are evaluated at least once a year.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:

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

Use of Results

- The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.
- The district school superintendent shall annually notify the Department of Education of any school administrators who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

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

Part III: Evaluation Procedures

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

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	Annually, during the first educational leader meeting of the fiscal year in July	Educational leader meeting
Principals	Annually, during the first educational leader meeting of the fiscal year in July	Educational leader meeting
Assistant Principals hired after the first educational leader meeting in July	Within twenty days of assuming job duties	Onboarding training
Principals hired after the first educational leader meeting in July	Within twenty days of assuming job duties	Onboarding training

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Ongoing throughout the fiscal calendar year	Observation, interview, parental input, evidence collected
Principals	Ongoing throughout the fiscal calendar year	Observation, interview, parental input, evidence collected

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

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evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	One	During the second semester prior to May 1st	Within ten working days of the performance evaluation being completed
Principals	One	During the second semester prior to May 1st	Within ten working days of the performance evaluation being completed

Part IV: Evaluation Criteria

A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Baker County, instructional leadership accounts for 66²/₃% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

The district evaluation framework for administrative personnel is based upon a group of instruments developed by Mr. Jerry Copeland. These instruments have been referred to as the Copeland Model. His research has led to the development of eight domains of instructional leadership and one domain of student performance. The eight instructional leadership domains are as follows:

- Institutional Growth and Development
- Applied Systems Science
- Institutional Climate
- Instructional Leadership
- Building and Site Management
- Core Concepts of Management
- Applied Protocols of Leadership
- Staff Development

Within these eight domains are nested 109 indicators. Many of the indicators are directly correlated to the Florida Educational Leadership Standards as found in [FAC 6A-5.080](#). For each indicator, administrators are rated by their evaluators according to the following rubric:

Highly Effective

Indicates performance that consistently meets an extremely high-quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high-quality work must be included in the assessment.

Effective

Indicates performance that consistently meets a high-quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/Developing

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of

the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.

Unsatisfactory

Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident.

This text has been copied from the *Performance Assessment Procedures* portion of the **Section 6** document created by Mr. Copeland and his associates.

B. Other Indicators of Performance

There are no additional indicators of performance other than Instructional Leadership and the Performance of Students.

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Baker County, performance of students accounts for 33¹/₃% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

Pre-K/Kindergarten Principal and Assistant Principal

Student Growth and Achievement Worksheet 2024-2025 School Year

Student Growth and Achievement – Up to 150 points will come from school-wide student performance. This value is 33 1/3 percent of the overall evaluation. Up to three years of data will be used in this domain where available.

Category Score Description

Category score (points earned) is commensurate to the average of the following:

1. School-wide percent of students scoring proficient (defined as students scoring at the 40th percentile rank or higher) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Early Literacy Assessment) **and**
2. The school-wide Fourth Nine Weeks Kindergarten Skills Checklists’ average score.

Performance of Students

STAR Early Literacy Proficiency or Learning Gains	Fourth Nine Weeks Kindergarten Skills Checklist Average

Combined Total Student Growth and Achievement ____ divided by 2 = ____ **Total Percentage of Student Growth and Achievement**

Total percentage of school-wide student growth and achievement possible points earned from 150.

Example: Average percentage of student performance is 78%.
 150 times .78 = 117 points. The 117 points would fall into the Highly Effective rating and receive a **Summative Scale Value of 4.**

- Unsatisfactory – (0 - 36 points) **(Summative Scale Value of 1)**
- Needs Improvement/Developing – (37 - 74 points) **(Summative Scale Value of 2)**
- Effective – (75 - 112 points) **(Summative Scale Value of 3)**
- Highly Effective – (113 - 150 points) **(Summative Scale Value of 4)**

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Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Summative Scale Value	1	2	3	4

Student Growth and Achievement 2024-2025 School Year _____ **Summative Scale Value**

Calculation for Three Years of Student Data

Actual Rating	2022-2023				2023-2024				2024-2025				Combined Total			
Rating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<div style="display: flex; justify-content: space-around; align-items: center;"> + + = </div>												3			

The Summative Point Value for Past Three Years point total will be recorded for component nine on the administrator evaluation instrument.

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	60	120	150

Elementary Principal and Assistant Principal, Grades 1-5

Student Growth and Achievement Worksheet 2024-2025 School Year

Student Growth and Achievement– Up to 150 points will come from school-wide student performance. This is 33 1/3 percent of the overall evaluation. Up to three years of data will be used in this domain where applicable.

Category Score Description

Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains school-wide using the STAR Reading and Math Assessments, and percent of students scoring proficient on FAST Reading, FAST Math, and Statewide Science Assessment.

Performance of Students

Percent of students scoring proficient (defined as scoring at the 40th percentile rank or higher on the last administration of the STAR Reading assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Reading assessment from the first administration to the last administration of the assessment for the school year) on the STAR Reading assessment

1st Grade _____ and 2nd Grade _____ and 3rd Grade _____ and 4th Grade _____ and 5th Grade _____

Percent of students scoring proficient (defined as scoring at the 40th percentile rank or higher on the last administration of the STAR Math assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Math assessment from the first administration to the last administration of the assessment for the school year) on the STAR Math assessment

1st Grade _____ and 2nd Grade _____

Number of third grade students scoring proficient on FAST ELA PM3 _____. Total third grade students administered the FAST ELA PM3 assessment _____. These student totals will be combined with the fourth and fifth grade FAST ELA PM3 achievement data.

Number of third grade students scoring proficient on FAST Math PM3 _____. Total third grade students administered the FAST Math PM3 assessment _____. These student totals will be combined with the fourth and fifth grade FAST Math PM3 achievement data.

Percent of students in grades four and five scoring proficient (defined as scoring a level 3 or higher) or making learning gains using the FAST ELA, FAST Math, and Statewide Science Assessment.

STAR Reading Proficiency or Learning Gains	STAR Math Proficiency or Learning Gains	FAST ELA Achievement	FAST Math Achievement	Science Achievement

Combined Total Student Growth and Achievement _____ divided by 5 = _____ **Total Percentage of Student Growth and Achievement**

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Total percentage of school-wide student growth and achievement possible points earned from 150.

Example: Average percentage of student performance is 78%. 150 times .78 = 117 points. The 117 points would fall into the Highly Effective rating and receive a **Summative Scale Value** of 4.

- Unsatisfactory – (0 - 36 points) (**Summative Scale Value of 1**)
- Needs Improvement/Developing – (37 - 74 points) (**Summative Scale Value of 2**)
- Effective – (75 - 112 points) (**Summative Scale Value of 3**)
- Highly Effective – (113 - 150 points) (**Summative Scale Value of 4**)

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Summative Scale Value	1	2	3	4

Student Growth and Achievement 2024-2025 School Year _____ **Summative Scale Value**

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Calculation for Three Years of Student Data

Actual Rating	2022-2023				2023-2024				2024-2025				Combined Total			
Rating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	$\text{-----} + \text{-----} + \text{-----} = \text{-----}$ <p style="text-align: center; margin: 0;">3</p>															
The Summative Point Value for Past Three Years point total will be recorded for component nine on the administrator evaluation instrument.																

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	60	120	150

Principal and Assistant Principals, Grades 6-8

Student Growth and Achievement Worksheet for School Year 2024-2025

Student Growth and Achievement– Up to 150 points will come from school-wide student performance. This is 33 1/3 percent of the overall evaluation. Up to three years of data will be used in this domain where applicable.

Category Score Description

Category score (points earned) is commensurate to the percent of students scoring proficient (defined as scoring a level 3 or higher) or making learning gains using the FAST ELA, FAST Math, and Statewide Science Assessment. The following categories of student performance will be average to determine the Summative Scale Value for this category:

Performance of Students

English Language Arts Achievement	Math Achievement	Science Achievement	Social Studies Achievement	Middle School Acceleration

Combined Total Student Growth and Achievement ____ divided by 5 = ____ **Total Percentage of Student Growth and Achievement**

Total percentage of school-wide student growth and achievement possible points earned from 150.

Example: Average percentage of student performance is 78%.
150 times .78 = 117 points. The 117 points would fall into the Highly Effective rating and receive a **Summative Scale Value** of 4.

- Unsatisfactory – (0 - 36 points) (**Summative Scale Value of 1**)
- Needs Improvement/Developing – (37 - 74 points) (**Summative Scale Value of 2**)
- Effective – (75 - 112 points) (**Summative Scale Value of 3**)
- Highly Effective – (113 - 150 points) (**Summative Scale Value of 4**)

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Summative Scale Value	1	2	3	4

Student Growth and Achievement 2024-2025 School Year _____ **Summative Scale Value**

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Calculation for Three Years of Student Data

Actual Rating	2022-2023				2023-2024				2024-2025				Combined Total			
Rating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	$\text{-----} + \text{-----} + \text{-----} =$ <div style="text-align: center; margin-top: 5px;">3</div>															
<p>The Summative Point Value for Past Three Years point total will be recorded for component nine on the administrator evaluation instrument.</p>																

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	60	120	150

Principal and Assistant Principals, Grades 9-12

Student Growth and Achievement Worksheet for School Year 2024-2025

Student Growth and Achievement– Up to 150 points will come from school-wide student performance. This is 33 1/3 percent of the overall evaluation. Up to three years of data will be used in this domain where applicable.

Category Score Description

Category score (points earned) is commensurate to the percent of students scoring proficient (defined as scoring a level 3 or higher) or making learning gains using the FAST ELA and FAST EOCs where applicable. The following categories of student performance will be average to determine the Summative Scale Value for this category:

Performance of Students

English Language Arts Achievement	Math Achievement	Science Achievement	Social Studies Achievement	College and Career Acceleration	Graduation Rate

Combined Total Student Growth and Achievement _____ divided by 6 = _____ **Total Percentage of Student Growth and Achievement**

Total percentage of school-wide student growth and achievement possible points earned from 150.

Example: Average percentage of student performance is 78%.
150 times .78 = 117 points. The 117 points would fall into the Highly Effective rating and receive a **Summative Scale Value of 4.**

- Unsatisfactory – (0 - 36 points) (Summative Scale Value of 1)
- Needs Improvement/Developing – (37 - 74 points) (Summative Scale Value of 2)
- Effective – (75 - 112 points) (Summative Scale Value of 3)
- Highly Effective – (113 - 150 points) (Summative Scale Value of 4)

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Summative Scale Value	1	2	3	4

Student Achievement 2024-2025 School Year _____ **Summative Scale Value**

School Administrator Evaluation System

Calculation for Three Years of Student Data

Actual Rating	2022-2023				2023-2024				2024-2025				Combined Total			
Rating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	$\text{-----} + \text{-----} + \text{-----} =$ <p style="text-align: center; margin: 0;">3</p>															
The Summative Point Value for Past Three Years point total will be recorded for component nine on the administrator evaluation instrument.																

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	60	120	150

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.
 - a. Summative evaluation forms are located on the last page of the Observation and Data Collection/Analysis Forms submitted with these descriptions.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district’s calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school assistant principal can earn a highly effective and an unsatisfactory summative performance rating respectively.
 - a. The overall score is converted into a summative evaluation rating based on the following chart:

OVERALL RATING

	Points Earned
Domain 1: Institutional Growth and Development	
Domain 2: Applied Systems Science	
Domain 3: Institutional Climate	
Domain 4: Instructional Leadership	
Domain 5: Building and site Management	
Domain 6: Core Concepts of Management	
Domain 7: Applied Protocols of Leadership	
Domain 8: Staff Development	
Subtotal for Domains 1-8 (Maximum score is 300 points.)	
Student Growth and Achievement (Maximum score is 150 points.)	

Overall Score _____

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-90	91 - 270	271 - 406	407 – 450

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Appendix A – Evaluation Framework Crosswalks

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

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1,2,3
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	6
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	9
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	4, 7, 8, 10, 88
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	32, 34, 51, 89, 104
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	81
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	37, 42, 81
e. Recognize individuals for contributions toward the school vision and mission.	93
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	7, 27
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	51, 83

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Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	59, 77
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	83
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	20, 98
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	13, 22
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	60
h. Develop and maintain effective relationships with the district office and governing board;	1
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	46, 71, 83
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	46, 71, 83
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	71
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	51
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	11, 87, 90
b. Monitor and ensure the school’s learning goals and classroom instruction are aligned to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan;	48
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	89
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	34
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	32
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	81, 84, 85, 86
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	82
5. Learning Environment	

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Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	83, 87
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	46
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and	87, 108
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	34
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	106
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	100, 101, 102, 103, 104
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	63, 65, 105
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	107
e. Collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	101, 108, 109
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	52
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	108
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	81
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	109
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:</i>	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	94
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	95
c. Develop capacity in teacher leaders and hold them accountable; and	95
d. Plan for and provide opportunities for mentoring new personnel.	107
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	73
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	30
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	81
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	33, 93
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	31

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1,2,3
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	6
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	9
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	4, 7, 8, 10, 88
2. Vision and Mission	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	32, 34, 51, 89, 104
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	81
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	37, 42, 81
e. Recognize individuals for contributions toward the school vision and mission.	93
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	7, 27
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	51, 83
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	59, 77
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	83
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	20, 98
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	13, 22
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	60
h. Develop and maintain effective relationships with the district office and governing board;	1
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	46, 71, 83
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	46, 71, 83
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	71
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	51
4. Student Learning and Continuous School Improvement	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	11, 87, 90
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	48
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	89
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	34
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	32
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	81, 84, 85, 86
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	82
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	83, 87
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	46
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	87, 108
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	34
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	106
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	100, 101, 102, 103, 104
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	63, 65, 105
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	107

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
e. Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	101, 108, 109
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	52
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	108
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	81
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	109
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	94
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	95
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	95
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	107
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	73
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	30
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	81
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	33, 93
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	31

School Administrator Evaluation System

Appendix B – Observation Instruments for School Administrators

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

Domain 1: Institutional Growth and Development			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment <u>provided that</u> level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a <u>high quality</u> standard. This is <u>professional</u> level service that meets the district expectations and is consistent with the experience level of the employee. The employee <u>has an understanding of</u> Institutional Growth and Development and applies these principles to the indicators below. Specific comments and <u>example</u> of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely <u>high quality</u> standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of institutional science and successfully applies these principles to the indicators below. Specific comments and examples of <u>high quality</u> work must be included in the assessment.</p>

Domain 1: Institutional Growth and Development	Performance Values (Check One)				Observation Code* Indicate all that apply
	U	NI	E	HE	
Performance Responsibilities					
Policy Governance					
1. The degree to which School Board rules are understood and applied in daily operations. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 1 and Standard 3, Descriptor 1h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The degree to which State Board of Education rules are understood and applied in daily operations. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 1 and Standard 2 Descriptor 1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The degree to which Florida Statutes governing public education are understood and applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The degree to which the provisions of the labor contracts are understood and consistently applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The degree to which the Federal Fair Labor Standards Act is understood and consistently applied to covered employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The degree to which current Federal and State case law impacting public education is understood and applied in daily operations. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The degree to which the code of federal regulations governing grants and other federal fiscal resources are understood and consistently applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 4 and Standard 3, Descriptor 1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 1: Institutional Growth and Development	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
8. The degree to which provisions governing risk management and unemployment compensation are understood and consistently applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. The degree to which the Florida educational accountability system is understood and consistently applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The degree to which internal administrative procedures and policies are understood and consistently applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership/Management					
11. The degree to which expectations are prioritized and acted on following the premise of first things first. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. The degree to which the leader plans and prepares relentlessly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. The degree to which the premise that everyone is accountable <u>all</u> of the time is communicated and applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. The degree to which staffing decisions are considered strategic and based on talent pool needs such that the leader is always surrounded with great people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. The degree to which the art and science of reflection is practiced prior to making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 1: Institutional Growth and Development	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
16. The degree to which challenging goals are set with the expectation that achievement will exceed the anticipated results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. The degree to which the leader knows precisely what they believe as well as why they believe it and can articulate the same into a precise, consistent message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. The degree to which the leader walks the walk of the leadership message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. The degree to which loyalty “a vital virtue” is practiced toward the school, the school district, public education in general, and to each staff member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. The degree to which the traits of interpersonal sensitivity are consistently applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. The degree to which the leader demonstrates the capacity of continuous learning based on contemporary literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. The degree to which a common purpose is communicated and followed to the end that such becomes commonplace within the school. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Domain 2: Applied Systems Science			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment <u>provided that</u> level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a <u>high quality</u> standard. This is <u>professional</u> level service that meets the district expectations and is consistent with the experience level of the employee. The employee <u>has an understanding of the field of applied systems science</u> and applies these principles to the indicators below. Specific comments and <u>example</u> of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely <u>high quality</u> standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of applied systems science and successfully applies these principles to the indicators below. Specific comments and examples of <u>high quality</u> work must be included in the assessment.</p>

Domain 2: Applied Systems Science	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
23. The degree to which operational systems are understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. The degree to which the payroll system is understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. The degree to which the staffing system is understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. The degree to which the student assessment and evaluation system is understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. The degree to which the budget and district fiscal services system is understood and consistently applied. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. The degree to which internal accounts and the financial management system is understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. The degree to which the student grade reporting and promotion system is understood and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. The degree to which public awareness and communication system is planned and promoted. This includes modeling and advocating for respectful communication practices between school leaders, parents, students, and other stakeholders. The following FELS descriptor(s) should be referenced when assessing this item: Standard 8, Descriptor 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. The degree to which an internal and external awareness and communication system is planned and implemented. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1b and Standard 8, Descriptor 5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 2: Applied Systems Science	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
32. The degree to which student growth and achievement diagnostic and data system retrieval is applied to placement and curriculum development. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1e and Standard 8, Descriptor 4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. The degree to which student achievement is celebrated and other recognition systems for attendance, citizenship, athletics, music, <u>art</u> and others are in place. This includes the recognition of parents, students, and other stakeholders for contributions and engagement that enhance the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. The degree to which data and data analysis is used to influence student placement, program development and deliberate instruction. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1b, Standard 4, Descriptor 1d, and Standard 5, Descriptor 1d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. The degree to which leaves of absences are managed to be consistent with school board policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. The degree to which the selection and deployment of substitutes supports the effectiveness of the overall staffing system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. The degree to which the rules, <u>roles</u> and relationships, which comprise a system, are reviewed, modified or adjusted for effectiveness. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 3: Institutional Climate			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of institutional climate and applies these principles to the indicators below. Specific comments and example of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of institutional climate and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 3: Institutional Climate	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
38. The degree to which goal focus, as a contributor to institutional climate, is understood and coached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. The degree to which communication, as a contributor to institutional climate, is understood and coached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. The degree to which optimal power equalization, as a contributor to institutional climate, is understood and coached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. The degree to which morale, as a contributor to institutional climate, is understood and nurtured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. The degree to which innovation and adaption, as a contributor to institutional climate, is understood and coached. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. The degree to which autonomy, as a contributor to institutional climate, is understood and coached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. The degree to which managing productive systems, as a contributor to institutional climate, is understood and coached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. The degree to which commitment, as a contributor to institutional climate, is understood and coached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. The degree to which a safe and healthy environment, as a contributor to institutional climate, is planned, monitored, understood and coached. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1h and Standard 5, Descriptor 1b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. The degree to which student growth and achievement is a primary focus in establishing institutional climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 4: Instructional Leadership			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of instructional leadership and applies these principles to the indicators below. Specific comments and example of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of instructional leadership and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 4: Instructional Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
48. Provide instructional leadership and supervision for student achievement. This includes ensuring the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Manage and administer the development, implementation and assessment of the instructional program at the assigned school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Provide a comprehensive instructional program, including core academic programs, vocational/applied technology programs, performing fine arts, health and physical education, advanced academic programs, exceptional student education programs and other programs to address the diverse needs of the school population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to the improvement of instruction and student performance. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1b, Standard 3, Descriptor 1b, and Standard 3, Descriptor 11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Provide leadership in the school improvement process and the implementation of the School Improvement Plan. This includes ensuring professional learning is linked to both school-level and district-level goals to foster continuous improvement. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Analyze and report the results of the School Improvement Team's efforts on student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Coordinate program planning with district instructional staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Oversee the acquisition and utilization of textbooks, other instructional materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Facilitate the testing program for the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 4: Instructional Leadership	Performance Values (Check)				Observation Code*
	U	NI	E	HE	Indicate all that apply
Performance Responsibilities					
57. Align school initiatives with district, state and school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Direct or oversee the development of the master schedule and assign teachers according to identified needs. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Coordinate and monitor the implementation of Exceptional Student Education (ESE) programs and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Facilitate the development and implementation of the school technology plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Provide leadership in the effective use of technology in the classroom. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Assist classroom teachers with the effective use of technology. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Ensure the implementation of graduation requirements and conduct graduation activities and ceremonies in accordance with established policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Manage and administer the development, implementation and assessment of the instructional performance appraisal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 5: Building and Site Management			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of building and site management and applies these principles to the indicators below. Specific comments and example of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of building and site management and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 5: Building and Site Management	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
68. The degree to which building space is assigned to add effectiveness and efficiency to program services and student movement on campuses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
69. The degree to which the grounds are attractively maintained, pleasing to the public view and clean to the degree that it promotes a healthy and safe environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
70. The degree to which work orders are submitted and monitored in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
71. The degree to which the leader implements a continuous improvement model to ensure the campus is made safe for students and staff from intruders as well as other requirements for school safety as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1h and Standard 3, Descriptor 1k.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
72. The degree to which a campus emergency plan is designed, trained and immediately available to the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
73. The degree to which the community is engaged in making the campus and facilities a source of community pride. This includes understanding, valuing, and employing the community's cultural, social, and intellectual context and resources. The following FELS descriptor(s) should be referenced when assessing this item: Standard 8, Descriptor 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
74. The degree to which public access and presence on campus is monitored and controlled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
75. The degree to which the community is aware of the procedures necessary to use a portion of the space so that the needs of the community may be served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 6: Core Concepts of Management			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of core concepts of management and applies these principles to the indicators below. Specific comments and example of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of core concepts of management and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 6: Core Concepts of Management	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
76. The degree to which planning is comprehensive, strategic, situational and understood as a core concept of management which requires a specific set of skills for implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
77. The degree to which all activities, initiatives and events are organized, proffered and implemented with the highest degree of efficiency and clearly understood as a core concept of management. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
78. The degree to which staffing is understood as essential, strategic and interconnected to the talent pool necessary for effective systems implementation as a core concept of management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
79. The degree to which directing, as a core concept of management, is utilized for successful follow through on initiatives, activities and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
80. The degree to which controlling is understood as a core concept of management and is correlated to the profound protocols of leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 7: Applied Protocols of Leadership			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of applied protocols of leadership and applies these principles to the indicators below. Specific comments and example of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of applied protocols of leadership and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 7: Applied Protocols of Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
<p>81. High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1c, Standard 2, Descriptor 1d, Standard 4, Descriptor 1f, Standard 6, Descriptor 1h, and Standard 8, Descriptor 3.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>82. High performing leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills. This includes ensuring and monitoring the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1g.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>83. High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1b, Standard 3, Descriptor 1d, Standard 3, Descriptor 1h, and Standard 5, Descriptor 1a.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>84. High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1f.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 7: Applied Protocols of Leadership	Performance Values (Check)				Observation Code*
	U	NI	E	HE	Indicate all that apply
Performance Responsibilities 85. High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
86. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
87. High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1a, Standard 5, Descriptor 1a, and Standard 5, Descriptor 1c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
88. High performing leaders act with integrity, fairness, and honesty in an ethical manner. The following FELS descriptor(s) should be referenced when assessing this item: Standard 1, Descriptor 4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
89. High performing leaders understand the role of research and development in institutional operations, enhancement and renewal and skillfully design this element to continuously replenish the database on which decisions are made. This includes facilitating school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1b and Standard 4, Descriptor 1c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 7: Applied Protocols of Leadership	Performance Values (Check)				Observation Code*
	U	NI	E	HE	Indicate all that apply
Performance Responsibilities 90. High performing leaders establish quality institutional standards and set high expectations for themselves, the workforce, and the organization itself. The following FELS descriptor(s) should be referenced when assessing this item: Standard 4, Descriptor 1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
91. High performing leaders clearly delineate between practices of leadership and practices of management and perform the mutual roles in such a way as to be effective and understood in the work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
92. High performing leaders have clearly defined the functions and services of the organization and skillfully perform the fundamental role of directing the work of the employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
93. High performing leaders engage various leadership styles, employing reflective, analytic, systemic, collaborative and action mindsets as needs and circumstances dictate. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1e and Standard 8, Descriptor 4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
94. High performing leaders understand concepts of organizational development and guide their organizations to create the culture, define the character, and assess the climate of their organization. This includes developing and supporting open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. The following FELS descriptor(s) should be referenced when assessing this item: Standard 7, Descriptor 1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
95. High performing leaders guide their institutions to promote organizational growth and to skillfully manage change. This includes cultivating and coaching current and potential school leaders and assisting with the development of a pipeline of future leaders. The following FELS descriptor(s) should be referenced when assessing this item: Standard 7, Descriptor 1b and Standard 7, Descriptor 1c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 7: Applied Protocols of Leadership	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
96. High performing leaders develop and formalize a comprehensive planning and scheduling component which guides the institutional work force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
97. High performing leaders practice systems leadership by developing highly productive organizations through the creative integration of all operating systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
98. High performing leaders have acquired a level and depth of profound knowledge so as to effectively guide organizational rules, roles and relationships to high quality fruition. The following FELS descriptor(s) should be referenced when assessing this item: Standard 3, Descriptor 1e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
99. High performing leaders continually conduct research and development for institutional growth purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 8: Staff Development			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of staff development and applies these principles to the indicators below. Specific comments and example of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of staff development and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 8: Staff Development	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
100. Engage in continuing improvement of professional knowledge and skills. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
101. Assist others in acquiring new knowledge and understanding. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1b and Standard 6, Descriptor 1e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
102. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
103. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
104. Participate in school data collection of teacher input on principal's performance assessment program. The following FELS descriptor(s) should be referenced when assessing this item: Standard 2, Descriptor 1b and Standard 6 Descriptor 1b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
105. Supervise the establishment and maintenance of individual professional development plans for each instructional employee. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 8: Staff Development	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
106. Supervise assigned personnel and make recommendations for appropriate employment action. This includes recruiting, hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
107. Manage and administer personnel development through training, inservice and other developmental activities. This includes providing opportunities for effective induction and mentoring of school personnel. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1d and Standard 7, Descriptor 1d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
108. Provide training opportunities and feedback to personnel at the assigned school that fosters continuous improvement. The following FELS descriptor(s) should be referenced when assessing this item: Standard 5, Descriptor 1c, Standard 6, Descriptor 1e, and Standard 6, Descriptor 1g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
109. Perform all required professional development services. This includes adhering to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. The following FELS descriptor(s) should be referenced when assessing this item: Standard 6, Descriptor 1e and Standard 6, Descriptor 1i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Administrator Evaluation System

Domain 9: Student Growth and Achievement			
Indicator Rubric			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments may be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.</p>	<p>Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved.</p>	<p>Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee. The employee has an understanding of the field of student growth and achievement and applies these principles to the indicators below. Specific comments and example of quality work must be included in the assessment.</p>	<p>Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. The employee has a distinguished understanding of the field of student growth and achievement and successfully applies these principles to the indicators below. Specific comments and examples of high quality work must be included in the assessment.</p>

Domain 9: Student Growth and Achievement	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI	E	HE	Indicate all that apply
110. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix C – Student Performance Measures

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

Pre-K/Kindergarten Principal and Assistant Principal

Student Growth and Achievement Worksheet 2024-2025 School Year

Student Growth and Achievement – Up to 150 points will come from school-wide student performance. This value is $33\frac{1}{3}$ percent of the overall evaluation. Up to three years of data will be used in this domain where available.

Category Score Description

Category score (points earned) is commensurate to the average of the following:

1. School-wide percent of students scoring proficient (defined as students scoring at the 40th percentile rank or higher) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Early Literacy Assessment) **and**
2. The school-wide Fourth Nine Weeks Kindergarten Skills Checklists' average score.

Performance of Students

STAR Early Literacy Proficiency or Learning Gains	Fourth Nine Weeks Kindergarten Skills Checklist Average

Combined Total Student Growth and Achievement ____ divided by 2 = ____ **Total Percentage of Student Growth and Achievement**

Total percentage of school-wide student growth and achievement possible points earned from 150.

Example 1: Average percentage of student performance is 78%. 150 times .78 = 117 points. The 117 points would fall into the Highly Effective rating and receive a **Summative Scale Value** of 4.

Example 2: Average percentage of student performance is 23%. 150 times .23 = 34.5 points. The 35 points would fall into the Unsatisfactory rating and receive a **Summative Scale Value** of 1.

School Administrator Evaluation System

- Unsatisfactory – (0 - 36 points) (Summative Scale Value of 1)
- Needs Improvement/Developing – (37 - 74 points) (Summative Scale Value of 2)
- Effective – (75 - 112 points) (Summative Scale Value of 3)
- Highly Effective – (113 - 150 points) (Summative Scale Value of 4)

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Summative Scale Value	1	2	3	4

Student Growth and Achievement 2024-2025 School Year _____ Summative Scale Value

Calculation for Three Years of Student Data

Actual Rating	2022-2023				2023-2024				2024-2025				Combined Total			
Rating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<div style="display: flex; justify-content: space-around; align-items: center; width: 100%;"> <div style="text-align: center;">+ _____</div> <div style="text-align: center;">+ _____</div> <div style="text-align: center;">=</div> </div> <div style="text-align: center; margin-top: 10px;"> 3 </div>															

The Summative Point Value for Past Three Years point total will be recorded for component nine on the administrator evaluation instrument.

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	60	120	150

Elementary Principal and Assistant Principal, Grades 1-5

Student Growth and Achievement Worksheet 2024-2025 School Year

Student Growth and Achievement– Up to 150 points will come from school-wide student performance. This is $33\frac{1}{3}$ percent of the overall evaluation. Up to three years of data will be used in this domain where applicable.

Category Score Description

Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains school-wide using the STAR Reading and Math Assessments, and percent of students scoring proficient on FAST Reading, FAST Math, and Statewide Science Assessment.

Performance of Students

Percent of students scoring proficient (defined as scoring at the 40th percentile rank or higher on the last administration of the STAR Reading assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Reading assessment from the first administration to the last administration of the assessment for the school year) on the STAR Reading assessment

1st Grade _____ and 2nd Grade _____ and 3rd Grade _____ and 4th Grade _____ and 5th Grade _____

Percent of students scoring proficient (defined as scoring at the 40th percentile rank or higher on the last administration of the STAR Math assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Math assessment from the first administration to the last administration of the assessment for the school year) on the STAR Math assessment

1st Grade _____ and 2nd Grade _____

Number of third grade students scoring proficient on FAST ELA PM3 _____. Total third grade students administered the FAST ELA PM3 assessment _____. These student totals will be combined with the fourth and fifth grade FAST ELA PM3 achievement data.

Number of third grade students scoring proficient on FAST Math PM3 _____. Total third grade students administered the FAST Math PM3 assessment _____. These student totals will be combined with the fourth and fifth grade FAST Math PM3 achievement data.

Percent of students in grades four and five scoring proficient (defined as scoring a level 3 or higher) or making learning gains using the FAST ELA, FAST Math, and Statewide Science Assessment.

School Administrator Evaluation System

Performance of Students

STAR Reading Proficiency or Learning Gains	STAR Math Proficiency or Learning Gains	FAST ELA Achievement	FAST Math Achievement	Science Achievement

Combined Total Student Growth and Achievement ____ divided by 5 = ____ **Total Percentage of Student Growth and Achievement**

Total percentage of school-wide student growth and achievement possible points earned from 150.

Example 1: Average percentage of student performance is 78%. 150 times .78 = 117 points. The 117 points would fall into the Highly Effective rating and receive a **Summative Scale Value** of 4.

Example 2: Average percentage of student performance is 23%. 150 times .23 = 34.5 points. The 35 points would fall into the Unsatisfactory rating and receive a **Summative Scale Value** of 1.

- Unsatisfactory – (0 - 36 points) (**Summative Scale Value of 1**)
- Needs Improvement/Developing – (37 - 74 points) (**Summative Scale Value of 2**)
- Effective – (75 - 112 points) (**Summative Scale Value of 3**)
- Highly Effective – (113 - 150 points) (**Summative Scale Value of 4**)

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Summative Scale Value	1	2	3	4

Student Growth and Achievement 2024-2025 School Year _____ Summative Scale Value

Principal and Assistant Principals, Grades 6-8

Student Growth and Achievement Worksheet for School Year 2024-2025

Student Growth and Achievement– Up to 150 points will come from school-wide student performance. This is $33\frac{1}{3}$ percent of the overall evaluation. Up to three years of data will be used in this domain where applicable.

Category Score Description

Category score (points earned) is commensurate to the percent of students scoring proficient (defined as scoring a level 3 or higher) or making learning gains using the FAST ELA, FAST Math, and Statewide Science Assessment. The following categories of student performance will be average to determine the Summative Scale Value for this category:

Performance of Students

English Language Arts Achievement	Math Achievement	Science Achievement	Social Studies Achievement	Middle School Acceleration

Combined Total Student Growth and Achievement _____ divided by 5 = _____ **Total Percentage of Student Growth and Achievement**

Total percentage of school-wide student growth and achievement possible points earned from 150.

Example 1: Average percentage of student performance is 78%. $150 \times .78 = 117$ points. The 117 points would fall into the Highly Effective rating and receive a **Summative Scale Value** of 4.

Example 2: Average percentage of student performance is 23%. $150 \times .23 = 34.5$ points. The 35 points would fall into the Unsatisfactory rating and receive a **Summative Scale Value** of 1.

- Unsatisfactory – (0 - 36 points) (**Summative Scale Value of 1**)
- Needs Improvement/Developing – (37 - 74 points) (**Summative Scale Value of 2**)
- Effective – (75 - 112 points) (**Summative Scale Value of 3**)
- Highly Effective – (113 - 150 points) (**Summative Scale Value of 4**)

School Administrator Evaluation System

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Summative Scale Value	1	2	3	4

Student Growth and Achievement 2024-2025 School Year _____ Summative Scale Value

School Administrator Evaluation System

Calculation for Three Years of Student Data

Actual Rating	2022-2023				2023-2024				2024-2025				Combined Total			
Rating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	$\text{-----} + \text{-----} + \text{-----} =$															
<p>The Summative Point Value for Past Three Years point total will be recorded for component nine on the administrator evaluation instrument.</p>																

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	60	120	150

Principal and Assistant Principals, Grades 9-12

Student Growth and Achievement Worksheet for School Year 2024-2025

Student Growth and Achievement– Up to 150 points will come from school-wide student performance. This is 33 1/3 percent of the overall evaluation. Up to three years of data will be used in this domain where applicable.

Category Score Description

Category score (points earned) is commensurate to the percent of students scoring proficient (defined as scoring a level 3 or higher) or making learning gains using the FAST ELA and FAST EOCs where applicable. The following categories of student performance will be average to determine the Summative Scale Value for this category:

Performance of Students

English Language Arts Achievement	Math Achievement	Science Achievement	Social Studies Achievement	College and Career Acceleration	Graduation Rate

Combined Total Student Growth and Achievement _____ divided by 6 = _____ **Total Percentage of Student Growth and Achievement**

Total percentage of school-wide student growth and achievement possible points earned from 150.

Example 1: Average percentage of student performance is 78%. 150 times .78 = 117 points. The 117 points would fall into the Highly Effective rating and receive a **Summative Scale Value** of 4.

Example 2: Average percentage of student performance is 23%. 150 times .23 = 34.5 points. The 35 points would fall into the Unsatisfactory rating and receive a **Summative Scale Value** of 1.

- Unsatisfactory – (0 - 36 points) (**Summative Scale Value of 1**)
- Needs Improvement/Developing – (37 - 74 points) (**Summative Scale Value of 2**)
- Effective – (75 - 112 points) (**Summative Scale Value of 3**)
- Highly Effective – (113 - 150 points) (**Summative Scale Value of 4**)

Category Score	Unsatisfactory 0 - 36	Needs Improvement/Developing 37 - 74	Effective 75 - 112	Highly Effective 113 - 150
Summative Scale Value	1	2	3	4

Student Achievement 2024-2025 School Year _____ **Summative Scale Value**

School Administrator Evaluation System

Appendix D – Summative Evaluation Forms

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

OVERALL RATING		2024-2025
	Points Earned	
Domain 1: Institutional Growth and Development		
Domain 2: Applied Systems Science		
Domain 3: Institutional Climate		
Domain 4: Instructional Leadership		
Domain 5: Building and site Management		
Domain 6: Core Concepts of Management		
Domain 7: Applied Protocols of Leadership		
Domain 8: Staff Development		
Subtotal for Domains 1-8 (Maximum score is 300 points.)		
Student Growth and Achievement (Maximum score is 150 points.)		

Overall Score _____

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-90	91 - 270	271 - 406	407 – 450