

School District of Franklin County

School Administrator Evaluation System



Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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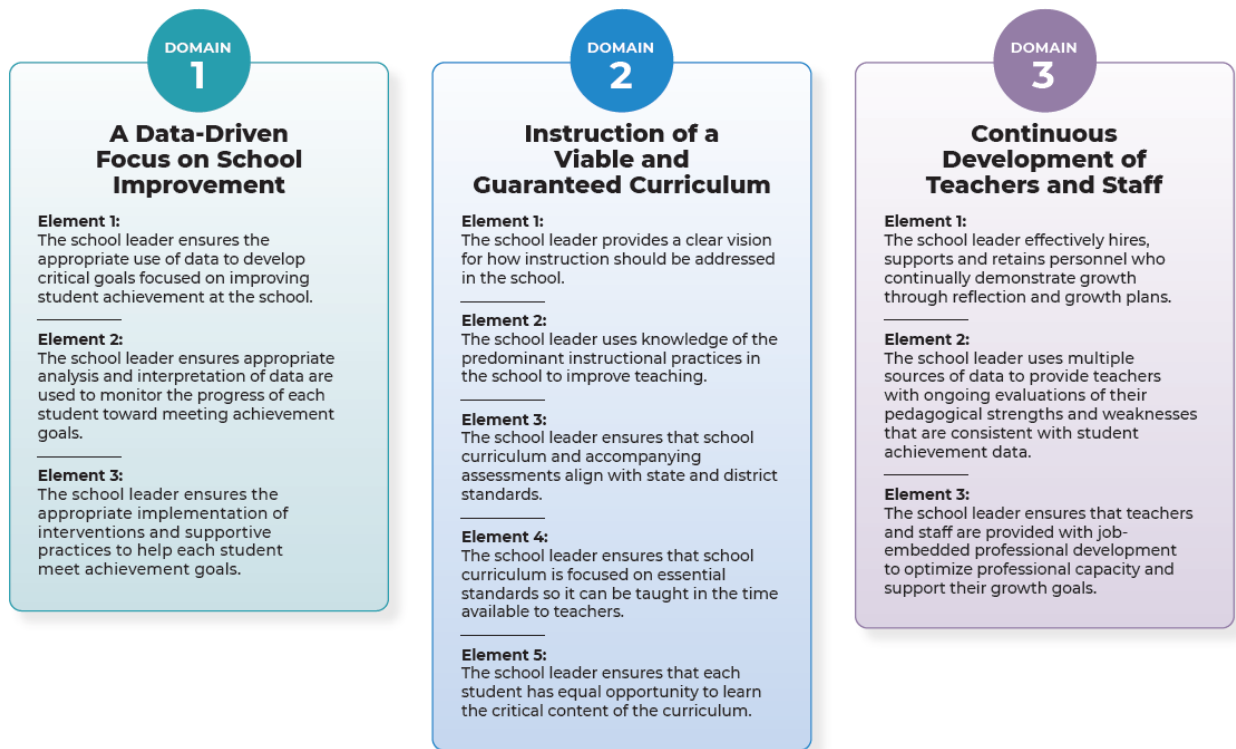
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Part I: Evaluation System Overview

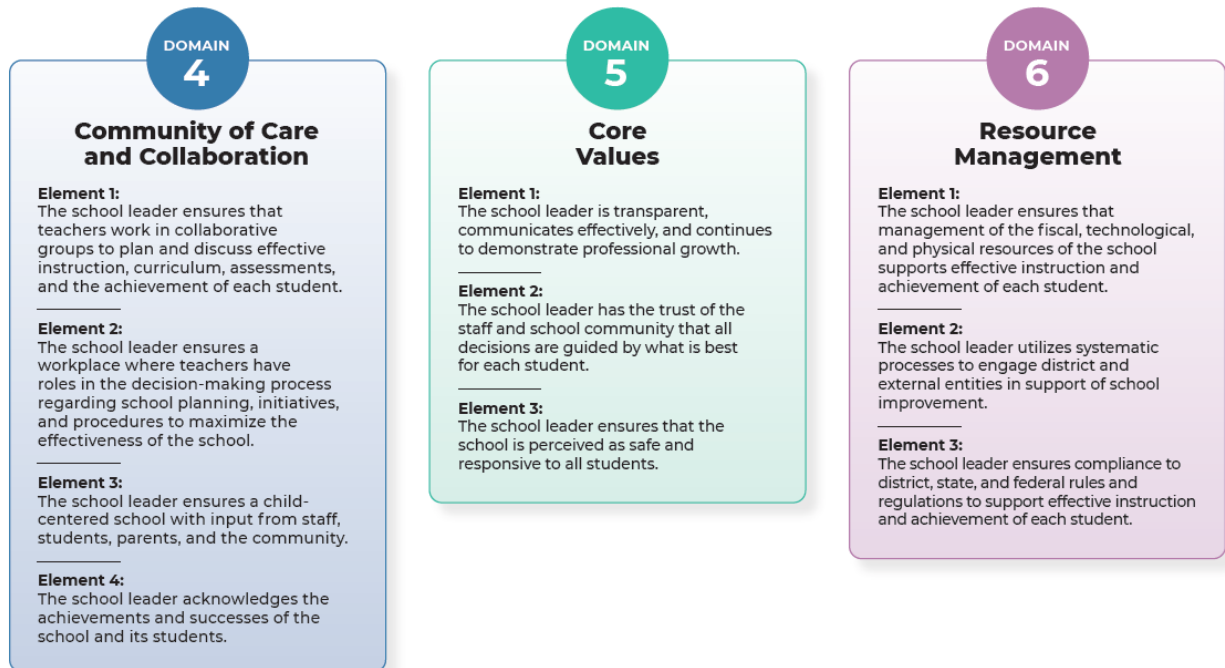
For the purpose of increasing student academic performance by improving the quality of administrative services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all administrative personnel employed by the school district. Franklin County uses the Marzano Focused School Leadership Evaluation Model and Florida Educational Leadership Standards. The model is based on six Domains with Elements that make up that domain. See chart below.

As a District, we provide support for educational leaders' growth in several ways:

1. Job-embedded professional development
2. Principal Leadership Academy- PAEC Consortium
3. Evaluations for identifying areas of strength/weakness.



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Part II: Evaluation System Requirements

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

System Framework

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

Training

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

Data Inclusion and Reporting

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

Evaluation Procedures

- ☒ The district's system ensures all school administrators are evaluated at least once a year.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

Notifications

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

District Self-Monitoring

- ☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;

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- 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	Upon employment, Annually	Given copy of the AES handbook, annual training
Principals	Upon employment, Annually	Given copy of the AES handbook, annual 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	Upon employment, Annually	Observation, submission, school data
Principals	Upon employment, Annually	Observation, submission, school data

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	Spring of each year	By June 30 th of each year
Principals	1	Spring of each year	By June 30 th of each year

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 Franklin County, instructional leadership accounts for 43% of the school administrator performance evaluation.

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

Domains I, II, III, and IV address the Instructional Leadership of an administrator. Each Domain is made up of several elements. Each element has sample-evidences to show mastery of the content. The Instructional Leadership score is determined by adding the scores from each of the Domains I-IV and multiplying the total by 0.43.

Performance Standards for Differentiating Performance

Domain I- A Data-Driven Focus on School Improvement. This domain contains three elements: setting goals using data; monitoring progress through analysis and interpretation of data; and the implementation of interventions to meet achievement goals.

Element 1- Everyone understands the school's most critical goals for improving student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.
Applying (3)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.
Developing (2)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
Beginning (1)	The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.

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Element 2- Data confirms students are making progress towards meeting their achievement goals.

Scale Value

Innovating (4)

Description

The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.

Applying (3)

The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals AND monitors the extent to which student data are used to track progress toward goal.

Developing (2)

The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Beginning (1)

The school leader attempts to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, but does not complete the task or is not successful.

Not Using (0)

The school leader does not attempt to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Element 3- Data confirms interventions help each student meet achievement goals.

Scale Value

Innovating (4)

Description

The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.

Applying (3)

The school leader ensures that appropriate interventions and supportive practices are implemented to help each student meet achievement goals AND monitors whether interventions help each student meet achievement goals.

Developing (2)

The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Beginning (1)

The school leader attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals but does not complete the task or is not successful.

Not Using (0)

The school leader does not attempt to ensure the appropriate implementation of interventions and

supportive practices to help each student meet achievement goals.

Domain II- Instruction of a Viable and Guaranteed Curriculum- This domain contains five elements: providing a vision of how instruction should happen; using instructional practices to improve teaching; ensures the alignment of the curriculum with state and district standards; provides pacing guide to insure essential standards are taught; and ensures each student has equal opportunity to learn.

Element 1- Teachers use the Instructional Model.

Scale Value

Innovating (4)

Description

The school leader continually examines and provides updates so that all teachers use the instructional model.

Applying (3)

The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the teachers use the instructional model.

Developing (2)

The school leader provides a clear vision for how instruction should be addressed in the school.

Beginning (1)

The school leader attempts to provide a clear vision for how instruction should be addressed in the school, but does not complete the task or is not successful.

Not Using (0)

The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.

Element 2- Teachers improve instructional practices when leader provides feedback regarding predominant instructional practices.

Scale Value

Innovating (4)

Description

The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.

Applying (3)

The school leader uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which teachers improve their instructional practices.

Developing (2)

The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Beginning (1)

The school leader attempts to use knowledge of the predominant instructional practices in the school to improve teaching, but does not complete the task or is not successful.

Not Using (0)

The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.

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Element 3- Assessments accurately measure student progress towards achieving the adopted standards.

Scale Value

Innovating (4)

Description

The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.

Applying (3)

The school leader ensures that the school curriculum and accompanying assessments align with state and district standards AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.

Developing (2)

The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.

Beginning (1)

The school leader attempts to ensure that the school curriculum and accompanying assessments align with state and district standards, but does not complete the task or is not successful.

Not Using (0)

The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.

Element 4- Teachers have time to teach the core or essential standards.

Scale Value

Innovating (4)

Description

The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards. The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few enough to allow adequate time for students to learn them.

Developing (2)

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

Beginning (1)

The school leader attempts to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers, but does not complete the task or is not successful.

Not Using (0)

The school leader does not attempt to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Element 5- Each teacher teaches the essential standards so every student has the opportunity to learn them.

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Scale Value	Description
Innovating (4)	The school leader intervenes with teachers who do not teach essential standards that guarantee students have equal access to learning the critical content of the curriculum.
Applying (3)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each teacher teaches the essential standards to each student.
Developing (2)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	The school leader attempts to ensure that each student has equal opportunity to learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.

Domain III-Continuous Development of Teachers and Staff. This domain encompasses three elements: hires, supports, and retains personnel who demonstrate growth; uses multiple sources of data to evaluate and give feedback on pedagogy; and ensures that teachers and staff are afforded the opportunity for job-embedded professional development.

Element 1- Teachers and staff continue to grow as they meet their growth plans.

Scale Value	Description
Innovating (4)	The school leader provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans AND monitors the extent to which teachers and staff achieve their growth goals and continue to grow.
Developing (2)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.
Beginning (1)	The school leader attempts to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to effectively hire, support, and retain personnel who continually

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demonstrate growth through reflection and growth plans.

Element 2- Teacher Observation/Evaluation data are consistent with student achievement data.

Scale Value

Description

Innovating (4)

The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.

Applying (3)

The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data.

Developing (2)

The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Beginning (1)

The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.

Not Using (0)

The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Element 3- Teachers and staff improve their skills as a result of attending professional development.

Scale Value

Description

Innovating (4)

The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.

Applying (3)

The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals AND monitors the extent to which teachers and staff improve their skills.

Developing (2)

The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

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Beginning (1)	The school leader attempts to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Domain IV- Community of Care and Collaboration. This domain is made up of four elements: ensuring collaboration of teachers in planning instruction/assessment; providing teacher roles in decision-making regarding planning, initiatives, and procedures; promotes a child-centered school; and acknowledging the achievements of the school and students.

Element 1- Teachers working in collaborative groups enhance instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates that teachers work in collaborative groups to enhance instruction and student achievement and intervenes with groups who are not enhancing instruction and student achievement.
Applying (3)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Beginning (1)	The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.

Element 2- Through shared decision making the school continues to improve its overall effectiveness.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.

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Applying (3)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision-making process improves the effectiveness of the school.
Developing (2)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Beginning (1)	The school leader attempts to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Element 3- All students have access to quality core instruction in a child-centered school.

Scale Value

Description

Innovating (4)	The school leader intervenes and seeks assistance if the school does not provide access to quality core instruction for each student.
Applying (3)	The school leader ensures all students have access to quality core instruction in a child-centered school AND monitors the extent to which the input from staff, students, parents, and the community supports that access.
Developing (2)	The school leader ensures all students have access to quality core instruction in a child-centered school with input from staff, students, parents, and the community.
Beginning (1)	The school leader attempts to ensure all students have access to quality core instruction in a child-centered school with input from staff, students, parents, and the community, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure all students have access to quality core instruction in a child-centered school with input from staff, students, parents, and the community.

Element 4- Each member of the school feels valued and honored.

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Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of students, faculty, and staff.
Applying (3)	The school leader acknowledges the achievements and successes of the school and its students AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader acknowledges the achievements and successes of the school and its students.
Beginning (1)	The school leader attempts to acknowledge the achievements and successes of the school and its students, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to acknowledge the achievements and successes of the school or its students.

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Franklin County, other indicators of performance account for 22% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

Domains V and VI address the other indicators of performance for administrators. Each Domain is made up of several Elements. Each element has sample-evidences to show mastery of the content. The Other Indicators of Performance score is determined by adding the scores from each of the Domains V and VI and multiplying the total by 0.22.

Performance Standards for Differentiating Performance

Domain V- Core Values. This Domain consists of three elements: being transparent, communicating effectively, and continuing professional growth; has the trust of the staff and school community; ensures the school is perceived as safe and responsive to all students.

Element 1- The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Scale Value	Description
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Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.
Developing (2)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
Beginning (1)	The school leader attempts to be transparent, communicate effectively, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.

Element 2- All decisions are measured by how they impact students.

Scale Value	Description
Innovating (4)	The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.
Applying (3)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors how decisions impact students.
Developing (2)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.
Beginning (1)	The school leader attempts to have the trust of the staff and school community that all decisions are guided by what is best for each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to have the trust of the staff and school community that all decisions are guided by what is best for each student.

Element 3- The school is safe and responsive to each student.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and responsive environment.
Applying (3)	The school leader ensures that the school is perceived as safe and responsive to all students AND monitors the extent to which the school is safe and responsive to each student.

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Developing (2)	The school leader ensures that the school is perceived as safe and culturally responsive.
Beginning (1)	The school leader attempts to ensure that the school is perceived as safe and responsive to all students, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school is perceived as safe and responsive to all students.

Domain VI- Resource Management. The last domain includes three elements: ensures the management of the fiscal, technological, and physical resources of the school supports instruction and achievement; utilizes systematic processes to engage district and external entities; and ensures the compliance to district, state, and federal rules and regulations.

Element 1- Management of fiscal, technological, and physical resources in support of instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new strategies are created so that all fiscal, technological, and physical resources support effective instruction and student achievement.
Applying (3)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student AND monitors the extent to which fiscal resources support effective instruction and student achievement.
Developing (2)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Element 2- Data confirms that use of resources supports school improvement.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.

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Applying (3)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement AND monitors data to determine if the resources support school improvement.
Developing (2)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.
Beginning (1)	The school leader attempts to utilize systematic processes to engage school district and external entities in support of school improvement, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.

Element 3-The compliance to rules and regulations supports effective instruction and student achievement.

Scale Value

Innovating (4)

Description

The school leader continually examines for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.

Applying (3)

The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors the extent to which compliance to rules and regulations supports effective instruction and student achievement.

Developing (2)

The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Beginning (1)

The school leader attempts to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student, but does not complete the task or is not successful.

Not Using (0)

The school leader does not attempt to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

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 Franklin County, performance of students accounts for 35% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

The student performance component for instructional personnel and school administrators must be based on growth or achievement data of the students assigned to their classrooms or schools, as appropriate, 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. FCSD will determine each administrator's Student Performance (SP) score based on the overall School Grade (70%) and the Administrator's VAM score (30%).

Rating Score Based on School Grade Points

School Grading Scale: A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D = 32% to 40% of points, F = 31% of points or less

Rating Score	School Grade Points
Highly Effective (4)	62 or higher (A)
Effective (3)	41 – 61 (B, C)
Needs Improvement (2)	32 – 40 (D)
Unsatisfactory (1)	Below 32 (F)

District's Steps for Calculation of Student Performance (SP) score:

- Step 1: Multiply State Assigned School VAM by 0.3
Step 2: Multiply School Grade Score by 0.7
Step 3: Add factors to determine Student Performance Score.
Step 4: Complete this for previous 3 years, as appropriate.
Step 5: Calculate 3 year student performance average.

Example:

State Assigned School VAM – Needs Improvement	$2.0 * 0.3 = 0.6$
School Grade – C – 49 points - Effective	$3.0 * 0.7 = 2.1$
Overall Score	$0.6 + 2.1 = 2.7$ / Effective

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.
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.

Principal or Assistant Principal scores on assessed elements in the Marzano framework are based on a five-point scale from Not Using to Innovating. Those scores are entered into the evaluation system and, at the conclusion of the evaluation cycle, recalculated to a four-point scale to meet the requirements of the state. A range for each of the four levels is established: 0-1.49 Unsatisfactory, 1.50-2.49 Needs Improvement, 2.50-3.49 Effective, and 3.50-4.00 Highly Effective. The leader's overall score on the elements assessed is then applied to that range for purposes of reporting to the state. Example: a leader whose overall score was 2.7 on the elements assessed are reported as Effective where the range for Effective was set as 2.5- 3.49.

Previous years' evaluations for FCSD have been based on a 50% Principal Practice score and 50% Student Growth score. This year our district has made a change to a 65/35% ratio. The final/summative evaluation score and rating for school leaders is calculated using the Principal Practice Score (Instructional Leadership Practice (ILP) + Other Indicators of Performance) making up 65% and the Student Performance Evaluation (SPE) Score being the other 35%.

District's Steps for Calculation of Final/ Summative Evaluation Score and Rating

- Step 1: Multiply Instructional Leadership Practice (ILP) Score by **0.43**
- Step 2: Multiply the Other Indicators of Performance Score by **0.22**
- Step 2: Multiply Student Performance (SP) Score by **0.35**
- Step 3: Add factors to determine Summative Score
- Step 4: Refer to Summative Evaluation Rubric for Final Overall Rating

District's Summative Evaluation Rating Rubric for Instructional Administrators

Highly Effective	Effective	Needs Improvement	Unsatisfactory
3.50 - 4.00	2.50 - 3.49	1.50 – 2.49	0.00 - 1.49

As noted in the table above, a school leader's Summative Evaluation Rating Score can fall into one of four (4) levels of performance, as required by and delineated in Statute.

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

Example 1: Elementary Principal Summative Evaluation – Highly Effective

Instructional Leadership Practice Score

Domains I, II, III, and IV	Average Rating
I. A Data-Driven Focus on School Improvement	4.0
II. Instruction of a Viable and Guaranteed Curriculum	3.5
III. Continuous Development of Teachers and Staff	3.75
IV. Community of Care and Collaboration	3.25
Overall Instructional Leadership Practice Score	3.63

Other Indicators of Performance Score

Domains V and VI	Average Rating
V. Core Values	4.0
VI. Resource Management	3.5
Overall Instructional Leadership Practice Score	3.75

Student Performance Score

Student Performance VAM / School Grade Calculation	Average Rating
Year 1	3.75
Year 2	3.5
Year 3	3.25
Overall Student Performance Score	3.5

Summative Evaluation Score:

Summative Evaluation Calculation	
Instructional Leadership Practice * 0.43	$3.63 * 0.43 = 1.56$
Other Indicators of Performance Score * 0.22	$3.75 * 0.22 = .825$
Student Performance Score * 0.35	$3.5 * 0.35 = 1.23$
Overall Score	$1.56 + .825 + 1.23$
Summative Evaluation Rating	Highly Effective (3.62)

Example 2: High School Assistant Principal Summative Evaluation – Unsatisfactory

Instructional Leadership Practice Score

Domains I, II, III, and IV	Average Rating
I. A Data-Driven Focus on School Improvement	2.0
II. Instruction of a Viable and Guaranteed Curriculum	1.5
III. Continuous Development of Teachers and Staff	1.6
IV. Community of Care and Collaboration	1.4

School Administrator Evaluation System

Instructional Leadership Practice Score	1.55
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Other Indicators of Performance Score

Domains V and VI	Average Rating
V. Core Values	1.5
VI. Resource Management	1.5
Overall Instructional Leadership Practice Score	1.50

Student Performance Score

Student Performance VAM / School Grade Calculation	Average Rating
Year 1	1.5
Year 2	1.2
Year 3	1.25
Student Performance Score	1.32

Summative Evaluation Score:

Summative Evaluation Calculation	
Instructional Leadership Practice * 0.43	$1.55 * 0.43 = 0.67$
Other Indicators of Performance Score * 0.22	$1.50 * 0.22 = 0.33$
Student Performance Score * 0.3333	$1.32 * 0.33 = 0.44$
Overall Score	$0.67 + 0.33 + 0.44$
Summative Evaluation Rating	Unsatisfactory (1.44)

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;	Domain 6, Element 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.;	Domain 5, Element 2
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	Domain 5- Element 2
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.	Domain 5, Element 1
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;	Domain 5, Element 1
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	Domain 1, Element 1
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;	Domain 5, Element 1
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	Domain 5, Element 1
e. Recognize individuals for contributions toward the school vision and mission.	Domain 4, Element 4
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;	Domain 6, Element 1
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	Domain 6, Element 1

School Administrator Evaluation System

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;	Domain 6, Element 1
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;	Domain 6, Element 1
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	Domain 4, Element 3
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;	Domain 6, Element 3
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;	Domain 6, Element 2
h. Develop and maintain effective relationships with the district office and governing board;	Domain 6, Element 2
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;	Domain 5, Element 3
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.;	Domain 6, Element 3
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	Domain 5, Element 3
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Domain 5, Element 3
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;	Domain 1, Element 2
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;	Domain 2, Element 3
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	Domain 1, Element 3
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	Domain 1, Element 3
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;	Domain 1, Element 2
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	Domain 1, Element 1
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.	Domain 2, Element 1
5. Learning Environment	

School Administrator Evaluation System

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;	Domain 5, Element 3
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;	Domain 5, Element 3
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	Domain 3, Element 2
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Domain 4, Element 1
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;	Domain 3, Element 1
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	Domain 5, Element 1
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;	Domain 3, Element 2
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;	Domain 3, Element 3
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;	Domain 3, Element 3
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	Domain 3, Element 3
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;	Domain 3, Element 2
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	Domain 4, Element 1
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.	Domain 3, Element 3
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;	Domain 3, Element 1
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	Domain 3, Element 1
c. Develop capacity in teacher leaders and hold them accountable; and	Domain 3, Element 1
d. Plan for and provide opportunities for mentoring new personnel.	Domain 3, Element 1
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;	Domain 4, Element 3
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	Domain 4, Element 3
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	Domain 5, Element 1
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	Domain 4, Element 4
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Domain 4, Element 3

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;	Domain 6, Element 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.;	Domain 5, Element 2
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	Domain 5, Element 2
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.	Domain 5, Element 1
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;	Domain 5, Element 1
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	Domain 1, Element 1
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;	Domain 5, Element 1
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	Domain 5, Element 1
e. Recognize individuals for contributions toward the school vision and mission.	Domain 4, Element 4
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;	Domain 6, Element 1
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	Domain 6, Element 1
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;	Domain 6, Element 1
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;	Domain 6, Element 1
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;	Domain 4, Element 3
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;	Domain 6, Element 3
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	Domain 6, Element 2
h. Develop and maintain effective relationships with the district office and governing board;	Domain 6, Element 2
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	Domain 6, Element 3
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.;	Domain 6, Element 3
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	Domain 5, Element 3
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Domain 5, Element 3
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;	Domain 1, Element 2
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;	Domain 2, Element 3
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;	Domain 1, Element 3
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	Domain 1, Element 3
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.;	Domain 1, Element 2
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	Domain 1, Element 1
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.	Domain 2, Element 1
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;	Domain 5, Element 3
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;	Domain 5, Element 3
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	Domain 3, Element 2
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Domain 4, Element 1
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;	Domain 3, Element 1
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	Domain 5, Element 1
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	Domain 3, Element 2
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;	Domain 3, Element 3

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;	Domain 3, Element 3
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	Domain 3, Element 3
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	Domain 3, Element 2
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	Domain 4, Element 1
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.	Domain 3, Element 3
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;	Domain 3, Element 1
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	Domain 3, Element 1
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	Domain 3, Element 1
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	Domain 3, Element 1
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;	Domain 4, Element 3
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	Domain 4, Element 3
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	Domain 5, Element 1
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	Domain 4, Element 4
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Domain 4, Element 3

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.

Marzano Focused School Leader Evaluation Model

Key ▾

Domain I: A Data-Driven Focus on School Improvement

- ❓ I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
- ❓ I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
- ❓ I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Domain II: Instruction of a Viable and Guaranteed Curriculum

- ❓ II(1): The school leader provides a clear vision for how instruction should be addressed in the school.
- ❓ II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
- ❓ II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.
- ❓ II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
- ❓ II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

Domain III: Continuous Development of Teachers and Staff

- ❓ III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.
- ❓ III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
- ❓ III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Domain IV: Community of Care and Collaboration

- ❓ IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
- ❓ IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
- ❓ IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.
- ❓ IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

Domain V: Core Values

- ❓ V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
- ❓ V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.
- ❓ V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Domain VI: Resource Management

- ❓ VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
- ❓ VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.
- ❓ VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

School Administrator Evaluation System

In iObservation, each element within a domain can be clicked on and the rubric appears, like the one provided for Domain 1, Element 1.

▼ I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Desired Effect: Everyone understands the school's most critical goals for improving student achievement.

Evidences:

▼ Sample Evidences for Element 1 of Domain 1:

- ☐ Published goals focus on a plan for eliminating the achievement gap for each student
- ☐ Goals support the vision and mission of the school
- ☐ School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- ☐ Multiple sources of data are used to develop critical goals
- ☐ School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- ☐ Written goals address the most critical and severe achievement deficiencies
- ☐ Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal
- ☐ A school improvement or strategic plan delineates the critical goals
- ☐ Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities
- ☐ Faculty and staff can describe why the identified school-wide achievement goals are the most critical
- ☐ Data are available to identify how the most critical achievement goals of the school are supported

School Administrator Evaluation System

Resources:

[Scale](#)

Scale:

Not Applicable

Not Using

Beginning

Developing

Applying

Innovating

Comments:

B *I* U ~~S~~  14 ▼ **A** ▼    ▼  ▼ 

Attachments:

Choose File

No file chosen

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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.

Franklin County uses the information file provided from the state for VAM to determine the average of the last three years of student growth for each administrator. This figure accounts for 30% of the overall Student Performance Measure. The majority of the Measure (70%) comes from the School Grade.

District's Steps for Calculation of Student Performance (SP) score:

- Step 1: Multiply State Assigned School VAM by 0.3
- Step 2: Multiply School Grade Score by 0.7
- Step 3: Add factors to determine Student Performance Score.

Last Name	20-21 TOTAL	21-22 TOTAL	22-23 TOTAL	3 yr average	23-24 School Grade (70%)	23-24 VAM (30%)	SPS 23-24 TOTAL	Obsv	Final Eval Score	23-24 FINAL RATING	Rating
Sample		3	3	3		3		3.12			
Sample		3	3	3		3		3.25			HE 4.0-3.5
Sample		2	3	2.5		2.5		3.52			E 3.49-2.50
Sample			3	3		3		3.34			NI 2.49-1.50
Sample		3	3	3		3		3.84			IN 1.49-0
Sample		3	3	3		3		2.62			
Sample		3	3	3		3		2.84			
Sample		3	3	3		3		3.78			

Appendix D – Summative Evaluation Forms

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

Final Evaluation for



Finished

Learner:

Evaluator:

Evaluation Category:

Leader (0-3 years)

Observation Period:

Oct 3, 2022 to Jul 31, 2023
America/New_York

Date Submitted:

Oct 12, 2023

Learner UUID:
19220038

Buildings:
Franklin County
School

Final Score: 3.5 - Highly Effective

Principal Practice <i>Adjusted</i> Weight: 50.0%	Student Growth Weight: 50.0%
4.0 Highly Effective	3.0 Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Formal	Jun 27, 2023 2:18:47 PM	Marzano Focused School Leader Evaluation Model	Steve Lanier

Final Score Scale

Range: 0.0 - 4.0

Label	Highly Effective	Effective	Developing	Ineffective
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Principal Practice: 4.0 - Highly Effective

Principal Practice Scale

Weight: 50.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Developing	Ineffective
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

School Administrator Evaluation System

Domain I: A Data-Driven Focus on School Improvement

Score: 4.0 - Highly Effective

Weight: 15.96% (adj. from 15.0%)

Look-for	Last Observations	Evaluation Score
I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.	In	Innovating 4
I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.	In	Innovating 4
I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.	In	Innovating 4
Domain I: A Data-Driven Focus on School Improvement Score: 4.0		

Domain II: Instruction of a Viable and Guaranteed Curriculum

Score: 4.0 - Highly Effective

Weight: 15.96% (adj. from 15.0%)

Look-for	Last Observations	Evaluation Score
II(1): The school leader provides a clear vision for how instruction should be addressed in the school.	In	Innovating 4
II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.	In	Innovating 4
II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.	In	Innovating 4
II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.	In	Innovating 4
II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.	In	Innovating 4
Domain II: Instruction of a Viable and Guaranteed Curriculum Score: 4.0		

School Administrator Evaluation System

Domain III: Continuous Development of Teachers and Staff **Score: 4.0 - Highly Effective**

Weight: 15.96% (adj. from 15.0%)

Look-for	Last Observations	Evaluation Score
III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.	In	Innovating 4
III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.	In	Innovating 4
III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.	In	Innovating 4
Domain III: Continuous Development of Teachers and Staff Score: 4.0		

Domain IV: Community of Care and Collaboration

Score: 4.0 - Highly Effective

Weight: 18.09% (adj. from 17.0%)

Look-for	Last Observations	Evaluation Score
IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.	In	Innovating 4
IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.	In	Innovating 4
IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.	In	Innovating 4
IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.	In	Innovating 4
Domain IV: Community of Care and Collaboration Score: 4.0		

School Administrator Evaluation System

Domain V: Core Values

Score: 4.0 - Highly Effective

Weight: 18.09% (adj. from 17.0%)

Look-for	Last Observations	Evaluation Score
V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.	In	Innovating 4
V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.	In	Innovating 4
V(3): The school leader ensures that the school is perceived as safe and culturally responsive.	In	Innovating 4
Domain V: Core Values Score: 4.0		

Domain VI: Resource Management

Score: 4.0 - Highly Effective

Weight: 15.96% (adj. from 15.0%)

Look-for	Last Observations	Evaluation Score
VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.	In	Innovating 4
VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.	In	Innovating 4
VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.	In	Innovating 4
Domain VI: Resource Management Score: 4.0		

Growth Plan

Score: N/A

Weight: 0.0% (adj. from 6.0%)

Target Elements	Growth Score
A plan has not been finished.	

Student Growth: 3.0 - Effective

Student Growth Scale

Weight: 50.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Developing	Ineffective
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

School Administrator Evaluation System

Student Growth

Weight: 50.0%

3.0

Effective

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures

Acknowledgements:

_____ acknowledged this evaluation on Oct 12, 2023 10:45:48 AM.

_____ acknowledged this evaluation on Oct 17, 2023 2:55:57 PM.

***Additional Acknowledgments:**

_____ acknowledged the Final Score rating on Oct 12, 2023 10:45:48 AM.

_____ acknowledged receiving the Final Score rating **3.5 - Highly Effective** on Oct 17, 2023 2:55:57 PM.

_____ acknowledged the Student Growth rating on Oct 12, 2023 10:45:48 AM.

_____ acknowledged receiving the Student Growth rating **3.0 - Effective** on Oct 17, 2023 2:55:57 PM.

_____ acknowledged the Principal Practice rating on Oct 12, 2023 10:45:48 AM.

_____ acknowledged receiving the Principal Practice rating **4.0 - Highly Effective** on Oct 17, 2023 2:55:57 PM.

Evaluator Signature:

Date:

Learner Signature:

Date:
