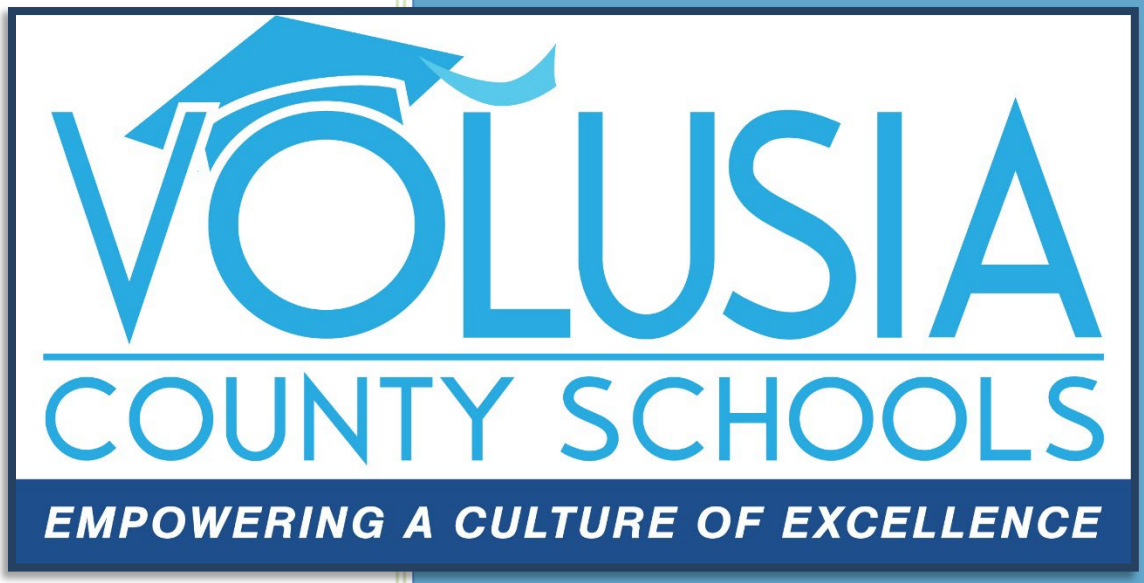
# School District of Volusia County

## School Administrator Evaluation System




Rule 6A-5.030
Form AEST-2023
State Approved: 08/09/2024
Board Approved: 08/27/2024

Dr. Carmen Balgobin, Superintendent
Dr. William Ryser, HR Executive Director

## 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 section 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 district's needs. 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

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

Volusia County Public Schools is dedicated to advancing student success by facilitating the growth of educators and leaders within the learning environment. The most significant factor contributing to positive student achievement is educators' effectiveness, which is enhanced through the guidance of high-caliber instructional leaders. Our primary objective is to promote innovative and efficient practices in every school. By fostering professional excellence among leaders and emphasizing a site-specific support system district-wide, students will attain greater success and readiness for life post-graduation.

We will support educational leaders' professional growth in two main ways:

1) Integrated professional learning: Supervisors can observe leaders' practice to identify areas of strength and areas for continued growth. This feedback may also assist with professional learning for their differentiated needs. Additionally, evaluation results assist in identifying districtwide and site-based disparities and the need to drive school improvement initiatives.

2) Evaluation: The overall performance evaluation is based on multiple measures of effectiveness, including supervisor assessment of performance and student achievement data.

Annual evaluations are comprised of two components: student achievement and supervisor evaluation.

Student Achievement (Student Growth Measure): 35% of the summative evaluation score in Volusia County Schools uses a customized student growth measure model to assess the impact of each school's instructional program on student achievement. When available, each leader's final student growth measure score is based on an average of three (3) years of data.

Instructional Practice Evaluation: 65% of the summative evaluation score is the supervisor's evaluation of the leader based on information gathered through observations of practice and other supporting elements and evidence of performance demonstrating professional practice and responsibilities.

# Part II: Evaluation System Requirements

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

## System Framework

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

☒ The observation instrument(s) for school principals and assistant principals/deans 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.:

- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained in the evaluation system.
- The evaluator must provide timely feedback to the employee that supports improving professional skills.
- The evaluator must submit a written report to the employee no later than 10 days after the evaluation.
- 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 evaluation report to the district school superintendent to review the employee's contract.

- The evaluator may amend an evaluation based on 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 evaluated as less than effective must 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 the 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/Deans | Start of the School Year & Ongoing | VSEL Orientation Canvas course.<br><br>My Professional Growth System (MyPGS) site, with all resources and documents, provides 24/7 access to all administrative employees. |
| Principals | Start of the School Year & Ongoing | VSEL Orientation Canvas course.<br><br>My Professional Growth System (MyPGS) site, with all resources and documents, provides 24/7 access to all administrative employees. |

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each 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/ Deans | Continuously throughout the school year | Evaluators collect anecdotal and quantitative data on administrator and student performance throughout the school year through site visits, on-- the job observations, and the data report analysis. |
| Principals | Continuously throughout the school year | Evaluators collect anecdotal and quantitative data on administrator and student performance throughout the school year through site visits, on-- the job observations, and the data report analysis. |

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

| Personnel Group | Number of Evaluations | When Evaluations Occur | When Evaluation Results are Communicated to Personnel |
|---|---|---|---|
| Assistant Principals/ Deans | 1 Final Evaluation | End of year (June) | By June 30 or the last contractual day of work for the school year. |
| Principals | 1 Final Evaluation | End of year (June) | By June 30 or the last contractual day of work for the school 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 Volusia County, instructional leadership accounts for 65% 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 supervisor and employee will collect data regarding each Florida Educational Leadership Standard. Data collection will reflect the employee's status and progress toward each standard. The evaluator will rate all Instructional Leader Evaluation Instrument components at the end of the year. To determine evaluation ratings, the evaluator assesses the performance of the instructional leader based on information gathered through observations, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Evaluators analyze the contents of the evidence collected over the year. In addition to the collected data, evaluators consider all interactions with the leader and all evidence available to inform the final evaluation ratings.

Each standard is equally weighed in the overall Instructional Leadership Practice Score.
Each performance level is worth a different point value for the component:

- Highly Effective: 4 points
- Effective: 3 points
- Needs Improvement: 2 points
- Unsatisfactory: 1 point

The points assigned to each component are averaged to determine the performance level for each standard. The individual scores of each standard are then averaged to calculate the overall Instructional Leadership Practice Score. The following rating scale determines the cut score for the Instructional Leadership Practice Score.

Principals, Assistant Principals, and Deans will be evaluated using the evaluation components aligned with their job responsibilities utilizing the rubric scale detailed in Appendix B.

| Score Range | Performance Level | Cut Score |
|---|---|---|
| 3.50-4.00 | Highly Effective (HE) | 4 |
| 2.50-3.49 | Effective (E) | 3 |
| 1.50-2.49 | Needs Improvement/ Developing (NI/D) | 2 |
| 1.00-1.49 | Unsatisfactory (U) | 1 |

## 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 in 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 performance indicators. In Volusia County, other performance indicators do not apply to the school administrator's performance evaluation.
2. Description of additional performance indicators is not applicable.
3. A description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance, is not applicable.

## 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 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 Volusia County, students' performance accounts for 35% of the school administrator performance evaluation.

   The administrator's performance evaluation is based on growth or achievement data of the administrator's school(s) over at least three years. For instances where an administrator was not in the school for all three years, prior year(s) student data included in the administrator evaluation is aggregated from the prior assigned school site(s). The current year student data is calculated using the currently assigned school site. Student data for assignments after the first semester will be calculated from the first-semester site.

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

   Calculation of the administrator student growth measure is a weighted average of the scores achieved by teachers at the school site. Teachers who receive the school student growth measure are omitted. Refer to Appendix C for an example calculation of an administrator's student growth measure score.

## D. Summative Rating Calculation

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

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

The Summative Evaluation score of each school leader is based on the following components:

-Instructional Leadership Practice Score: 65%
-Student Growth Measure 35%

Each leader's total Instructional Leadership Practice Score is calculated following the method described on page nine. This score is on a 1-4-point scale, with 4 points being the maximum Instructional Leadership Practice Score.

Each leader's Student Growth Measure (SGM) score is determined as described on page 10. This score is on a 1-4-point scale, with 4 points being the maximum SGM Score.

The Instructional Leadership Practice Score and the Student Growth Measure Score are combined at the weighted values of LPS at 65% and SGM at 35% to give a Summative Evaluation score. This score is on a 1-4-point scale, with 4 points representing the highest possible Summative Evaluation Score.

The calculated summative evaluation score is then used to determine the performance levels: Highly Effective (HE), Effective (E), Needs Improvement/Developing (NI/D), and Unsatisfactory (U). The chart below details score ranges that correspond to each performance level.

| Score Range | Performance Level | Cut Score |
|---|---|---|
| 3.50-4.00 | Highly Effective (HE) | 4 |
| 2.50-3.49 | Effective (E) | 3 |
| 1.50-2.49 | Needs Improvement/ Developing (NI/D) | 2 |
| 1.00-1.49 | Unsatisfactory (U) | 1 |

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four performance levels. 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 or dean can earn a highly effective and an unsatisfactory summative performance rating, respectively.

   Calculations for all school administrators utilize the same formula. The charts below illustrate performance levels for how a school leader's LPS and SGM are calculated using the formula: Leadership Practice Score (65%) + Student Growth Measure (35%) = Summative Score.

| Leadership Practice Score | Student Growth Measure Score | Summative Rating: **Highly Effective** |
|---|---|---|
| 4 | 4 | 4 |
| 4 | 3 | 4 |

| Leadership Practice Score | Student Growth Measure Score | Summative Rating: **Unsatisfactory** |
|---|---|---|
| 1 | 2 | 1 |
| 1 | 1 | 1 |

| Leadership Practice Score | Student Growth Measure Score | Summative Rating: **Effective** |
|---|---|---|
| 4 | 2 | 3 |
| 4 | 1 | 3 |
| 3 | 4 | 3 |
| 3 | 3 | 3 |
| 3 | 2 | 3 |
| 2 | 4 | 3 |

| Leadership Practice Score | Student Growth Measure Score | Summative Rating: **Needs Improvement/Developing** |
|---|---|---|
| 3 | 1 | 2 |
| 2 | 3 | 2 |
| 2 | 2 | 2 |
| 2 | 1 | 2 |
| 1 | 4 | 2 |
| 1 | 3 | 2 |

## Appendix A – Evaluation Framework Standards

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

| Alignment to the Florida Educational Leadership Standards, Assistant Principal/ Dean Descriptors | |
|---|---|
| **Practice** | **Evaluation Indicators** |
| **1. Professional and Ethical Norms** | |
| *Effective educational leaders act ethically and according to professional norms to promote all students' academic success and well-being. All school administrators:* | |
| a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies; | Professional and Ethic Norms 1a) Assistant Principal/Dean Rubric |
| 2. 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.; | Professional and Ethic Norms 1b) Assistant Principal/Dean Rubric |
| 3. 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 | Professional and Ethic Norms 1c) Assistant Principal/Dean Rubric |
| 4. 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. | Professional and Ethic Norms 1d) Assistant Principal/Dean Rubric |
| **2. Vision and Mission** | |
| *Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote all students' academic success and well-being. Assistant Principals/Deans:* | |
| a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies; | Vision and Mission 2a) Assistant Principal/Dean Rubric |
| 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; | Vision and Mission 2b) Assistant Principal/Dean Rubric |
| 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; | Vision and Mission 2c) Assistant Principal/Dean Rubric |
| 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 | Vision and Mission 2d) Assistant Principal/Dean Rubric |
| e. Recognize individuals for contributions toward the school's vision and mission. | Vision and Mission 2e) Assistant Principal/Dean Rubric |
| **3. School Operations, Management, and Safety** | |
| *Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote all students' academic success and well-being. Assistant Principals/Deans:* | |

| Alignment to the Florida Educational Leadership Standards, Assistant Principal/Dean Descriptors | |
|---|---|
| **Practice** | **Evaluation Indicators** |
| a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision-making, and accounting practices; | Operations and School Management 3a) Assistant Principal/Dean Rubric |
| 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; | Operations and School Management 3b) Assistant Principal/Dean Rubric |
| 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; | Operations and School Management 3c) Assistant Principal/Dean Rubric |
| 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; | Operations and School Management 3d) Assistant Principal/Dean Rubric |
| e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders; | Operations and School Management 3e) Assistant Principal/Dean Rubric |
| 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; | Operations and School Management 3f) Assistant Principal/Dean Rubric |
| 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; | Operations and School Management 3g) Assistant Principal/Dean Rubric |
| h. Develop and maintain effective relationships with the district office and governing board; | Operations and School Management 3h) Assistant Principal/Dean Rubric |
| 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; | Operations and School Management 3i) Assistant Principal/Dean Rubric |
| 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.; | Operations and School Management 3j) Assistant Principal/Dean Rubric |
| 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 | Operations and School Management 3k) Assistant Principal/Dean Rubric |
| l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. | Operations and School Management 3l) Assistant Principal/Dean Rubric |
| **4. Student Learning and Continuous School Improvement** | |
| *Effective educational leaders enable continuous improvement to promote all students' academic success and well-being. Assistant Principals/Deans:* | |
| 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; | Student Learning and Continuous School Improvement 4a) Assistant Principal/Dean Rubric |
| 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; | Student Learning and Continuous School Improvement 4b) Assistant Principal/Dean Rubric |

| | | |
|---|---|---|
| c. | Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning; | Student Learning and Continuous School Improvement<br>4c) Assistant Principal/Dean Rubric |

| Alignment to the Florida Educational Leadership Standards, Assistant Principal/Dean Descriptors | |
|---|---|
| **Practice** | **Evaluation Indicators** |
| d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps; | Student Learning and Continuous School Improvement 4d) Assistant Principal/Dean Rubric |
| 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; | Student Learning and Continuous School Improvement 4e) Assistant Principal/Dean Rubric |
| f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and | Student Learning and Continuous School Improvement 4f) Assistant Principal/Dean Rubric |
| g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices described in Rule 6A-5.065, F.A.C., by all instructional personnel. | Student Learning and Continuous School Improvement 4g) Assistant Principal/Dean Rubric |
| **5. Learning Environment** | |
| *Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes all students' academic success and well-being. Assistant Principals/Deans:* | |
| a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment; | Learning Environment 5a) Assistant Principal/Dean Rubric |
| 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; | Learning Environment 5b) Assistant Principal/Dean Rubric |
| 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 | Learning Environment 5c) Assistant Principal/Dean Rubric |
| d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. | Learning Environment 5d) Assistant Principal/Dean Rubric |
| **6. Recruitment and Professional Learning** | |
| *Effective educational leaders build school personnel's collective and individual professional capacity by creating support systems and offering professional learning to promote all students' academic success and well-being. Assistant Principals/Deans:* | |
| 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; | Professional Capacity and Learning 6a) Assistant Principal/Dean Rubric |
| 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; | Professional Capacity and Learning 6b) Assistant Principal/Dean Rubric |
| 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; | Professional Capacity and Learning 6c) Assistant Principal/Dean Rubric |
| 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; | Professional Capacity and Learning 6d) Assistant Principal/Dean Rubric |
| 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 an understanding of professional and adult learning strategies; | Professional Capacity and Learning 6e) Assistant Principal/Dean Rubric |

| | |
|---|---|
| f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement; | Professional Capacity and Learning 6f) Assistant Principal/Dean Rubric |

| Alignment to the Florida Educational Leadership Standards, Assistant Principal/Dean Descriptors | |
|---|---|
| **Practice** | **Evaluation Indicators** |
| 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; | Professional Capacity and Learning 6g) Assistant Principal/Dean Rubric |
| 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 | Professional Capacity and Learning 6h) Assistant Principal/Dean Rubric |
| 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. | Professional Capacity and Learning 6i) Assistant Principal/Dean Rubric |
| **7. Building Leadership Expertise** | |
| *Effective educational leaders cultivate, support, and develop other school leaders to promote all students' academic success and well-being. Assistant Principals/Deans:* | |
| 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; | Building Leadership Expertise 7a) Assistant Principal/Dean Rubric |
| b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders; | Building Leadership Expertise 7b) Assistant Principal/Dean Rubric |
| c. Develop capacity in teacher leaders and hold them accountable; and | Building Leadership Expertise 7c) Assistant Principal/Dean Rubric |
| d. Plan for and provide opportunities for mentoring new personnel. | Building Leadership Expertise 7d) Assistant Principal/Dean Rubric |
| **8. Meaningful Parent, Family, and Community Engagement** | |
| *Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote all students' academic success and well-being. All school administrators:* | |
| a. Understand, value, and employ the community's cultural, social, and intellectual context and resources; | Professional and Ethical Norms 8a) Assistant Principal/Dean Rubric |
| b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders; | Professional and Ethical Norms 8b) Assistant Principal/Dean Rubric |
| c. Maintain high visibility and accessibility and actively listen and respond to parents, students, and other stakeholders; | Professional and Ethical Norms 8c) Assistant Principal/Dean Rubric |
| d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community and | Professional and Ethical Norms 8d) Assistant Principal/Dean Rubric |
| e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. | Professional and Ethical Norms 8e) Assistant Principal/Dean Rubric |

| Alignment to the Florida Educational Leadership Standards, School Principal Descriptors | |
|---|---|
| **Practice** | **Evaluation Indicators** |
| **1. Professional and Ethical Norms** | |
| *Effective educational leaders act ethically and according to professional norms to promote all students' academic success and well-being. All school administrators:* | |
| a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies; | Professional and Ethic Norms<br>1a) Principal Rubric |
| 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.; | Professional and Ethic Norms<br>1b) Principal Rubric |
| 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 | Professional and Ethic Norms<br>1c) Principal Rubric |
| 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. | Professional and Ethic Norms<br>1d) Principal Rubric |
| **2. Vision and Mission** | |
| *Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote all students' academic success and well-being. School principals:* | |
| a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies; | Vision and Mission<br>2a) Principal Rubric |
| 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; | Vision and Mission<br>2b) Principal Rubric |
| 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; | Vision and Mission<br>2c) Principal Rubric |
| d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable and | Vision and Mission<br>2d) Principal Rubric |
| e. Recognize individuals for their contributions toward the school's vision and mission. | Vision and Mission<br>2e) Principal Rubric |
| **3. School Operations, Management, and Safety** | |
| *Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote all students' academic success and well-being. School principals:* | |
| a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision-making, and accounting practices; | Operations and School Management<br>3a) Principal Rubric |
| b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs; | Operations and School Management<br>3b) Principal Rubric |
| 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; | Operations and School Management<br>3c) Principal Rubric |

| Alignment to the Florida Educational Leadership Standards, School Principal Descriptors | |
|---|---|
| **Practice** | **Evaluation Indicators** |
| 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; | Operations and School Management 3d) Principal Rubric |
| 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; | Operations and School Management 3e) Principal Rubric |
| 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; | Operations and School Management 3f) Principal Rubric |
| g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation; | Operations and School Management 3g) Principal Rubric |
| h. Develop and maintain effective relationships with the district office and governing board; | Operations and School Management 3h) Principal Rubric |
| i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe; | Operations and School Management 3i) Principal Rubric |
| 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.; | Operations and School Management 3j) Principal Rubric |
| k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment and | Operations and School Management 3k) Principal Rubric |
| l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. | Operations and School Management 3l) Principal Rubric |
| **4. Student Learning and Continuous School Improvement** | |
| *Effective educational leaders enable continuous improvement to promote all students' academic success and well-being. School principals:* | |
| a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students; | Student Learning and Continuous School Improvement 4a) Principal Rubric |
| 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; | Student Learning and Continuous School Improvement 4b) Principal Rubric |
| 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; | Student Learning and Continuous School Improvement 4c) Principal Rubric |
| 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; | Student Learning and Continuous School Improvement 4d) Principal Rubric |
| 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.; | Student Learning and Continuous School Improvement 4e) Principal Rubric |
| 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 | Student Learning and Continuous School Improvement 4f) Principal Rubric |
| 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. | Student Learning and Continuous School Improvement 4g) Principal Rubric |

| Alignment to the Florida Educational Leadership Standards, School Principal Descriptors | |
|---|---|
| **Practice** | **Evaluation Indicators** |
| **5. Learning Environment** | |
| *Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes all students' academic success and well-being. School principals:* | |
| a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment; | Learning Environment 5a) Principal Rubric |
| 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; | Learning Environment 5b) Principal Rubric |
| 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 | Learning Environment 5c) Principal Rubric |
| d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. | Learning Environment 5d) Principal Rubric |
| **6. Recruitment and Professional Learning** | |
| *Effective educational leaders build school personnel's collective and individual professional capacity by creating support systems and offering professional learning to promote all students' academic success and well-being. School principals:* | |
| a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students; | Professional Capacity and Learning 6a) Principal Rubric |
| 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; | Professional Capacity and Learning 6b) Principal Rubric |
| c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement; | Professional Capacity and Learning 6c) Principal Rubric |
| 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; | Professional Capacity and Learning 6d) Principal Rubric |
| e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by an understanding of professional and adult learning strategies; | Professional Capacity and Learning 6e) Principal Rubric |
| f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement; | Professional Capacity and Learning 6f) Principal Rubric |
| g. Monitor and evaluate professional practice and provide timely, actionable, and ongoing feedback to assistant principals/deans and instructional personnel that fosters continuous improvement; | Professional Capacity and Learning 6g) Principal Rubric |
| 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 | Professional Capacity and Learning 6h) Principal Rubric |
| 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. | Professional Capacity and Learning 6i) Principal Rubric |
| **7. Building Leadership Expertise** | |
| *Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. School principals:* | |

| Alignment to the Florida Educational Leadership Standards, School Principal Descriptors | |
|---|---|
| **Practice** | **Evaluation Indicators** |
| 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; | Building Leadership Expertise 7a) Principal Rubric |
| b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders; | Building Leadership Expertise 7b) Principal Rubric |
| c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and | Building Leadership Expertise 7c) Principal Rubric |
| d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel. | Building Leadership Expertise 7d) Principal Rubric |
| **8. Meaningful Parent, Family, and Community Engagement** | |
| *Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote all students' academic success and well-being. All school administrators:* | |
| a. Understand, value, and employ the community's cultural, social, and intellectual context and resources; | Professional and Ethical Norms 8a) Principal Rubric |
| b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders; | Professional and Ethical Norms 8b) Principal Rubric |
| c. Maintain high visibility and accessibility and actively listen and respond to parents, students, and other stakeholders; | Professional and Ethical Norms 8c) Principal Rubric |
| d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community and | Professional and Ethical Norms 8d) Principal Rubric |
| e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. | Professional and Ethical Norms 8e) Principal Rubric |

## Appendix B – Observation Instruments for School Administrators

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

| | |
|---|---|
| 1 | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
| 2 | **Vision and Mission**<br>***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.*** |
| 3 | **School Operations, Management, and Safety**<br>***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.*** |
| 4 | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
| 5 | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
| 6 | **Recruitment and Professional Learning**<br>***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.*** |
| 7 | **Building Leadership Expertise**<br>**Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.** |
| 8 | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |

### Volusia System for Empowering Leaders Assistant Principal/Dean Evaluation

This Assistant Principal/Dean Instructional Leadership Rubric is designed to outline a range of practices from Highly Effective to Unsatisfactory. Assistant principals, deans, and their evaluators should utilize this rubric to determine strengths and areas for growth during the evaluation process. It is important to note that the Developing rating is specifically for school administrators who require improvement in their first three years of employment.

The rubric is structured in alignment with the Florida Educational Leadership Standards. The descriptors under the Effective rating directly mirror the language used in these standards.

The rubric is not just a set of standards but a comprehensive tool that includes reflection questions and sample evidence sources. These resources are designed to empower assistant principals, deans, and evaluators, providing the necessary support for the evaluation process. They are not intended to be comprehensive but rather to guide and assist in the process.

By using this rubric, assistant principals and deans can gain clear insights into their performance and areas where they can further develop their leadership skills. Evaluators can ensure a thorough and consistent assessment, ultimately fostering a culture of continuous improvement within the school administration.

***Indicates the Principal, Assistant Principal, and Dean descriptor is the same for the standard.***

| 1a | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
|---|---|

***Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and 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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 1a) Serves as a model for other administrators and/or leads professional learning in this area. | 1a) Holds self and others accountable to:<br>the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.)<br><br>guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.),<br><br>the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.<br><br>State, local school, and governing board policies. | 1a) Has had one or more minor lapses in professional judgment that were not in alignment with:<br>the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.)<br><br>guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.),<br><br>the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.<br><br>State, local school, and governing board policies. | 1a) Has a demonstrated pattern of conduct that does not align with:<br><br>the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.)<br><br>guidelines for student welfare pursuant to Section 1001.42(8), Florida Statutes (F.S.),<br><br>the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.<br><br>State, local school, and governing board policies. |

**Examples of Evidence:**

- Documented system for addressing ethical conduct issues.
- Evidence of attending professional learning on ethics
- Examples of coaching to address potentially problematic behaviors.
- Meeting agendas
- Parental rights documents, individual educational plan (IEP) communications
- School climate survey
- Student and faculty handbook

**Reflective Questions:**

1) What evidence do you have that demonstrates your professionalism and ethical behavior?
2) How have you intentionally promoted or emphasized ethics and professional norms among your school leadership team?
3) How have you deepened your own understanding and learning related to your professional practice?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 1b | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 1b) Serves as a model for other administrators and/or leads professional learning in this area. | 1b) Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. | 1b) Acknowledges that all persons are equal before the law and have inalienable rights, but provides leadership that is inconsistent with the principles of individual freedom outlined in Section 1003.42(3) F.S. | 1b) Fails to acknowledge that all persons are equal before the law and have inalienable rights, and does not provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. |

**Examples of Evidence:**

- Documented system for addressing ethical conduct issues.
- Examples of coaching to address potentially problematic behaviors.
- Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- Meeting agendas
- Parental rights documents, individual educational plan (IEP) communications
- School climate survey
- Student and faculty handbook

**Reflective Questions:**

1) What evidence do you have that demonstrates your professionalism and ethical behavior?
2) How have you intentionally promoted or emphasized ethics and professional norms among your school leadership team?
3) How have you deepened your own understanding and learning related to your professional practice?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 1c | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 1c) Produces of consistent collaboration with the community to address barriers that impact the academic success and well-being of students, the school, families, and the local community.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 1c) In order to address the academic success and well-being of students, schools, families, and the local community:<br><br>Identifies and recognizes barriers and their impact.<br><br>Accepts accountability and responsibility for all student learning. | 1c) In order to address the academic success and well-being of students, school, families, and the local community, does not incorporate both of the following:<br><br>Identifies and recognizes barriers and their impact.<br><br>Accepts accountability and responsibility for all student learning. | 1c) Fails to address the academic success and well-being of students, school, families, and the local community:<br><br>Identifies and recognizes barriers and their impact.<br><br>Accepts accountability and responsibility for all student learning. |

**Examples of Evidence:**

- Examples of impartial distribution of resources
- Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- Meeting agendas
- Parental rights documents, individual educational plan (IEP) communications
- School climate survey

**Reflective Questions:**

1) What evidence do you have that demonstrates your professionalism and ethical behavior?
2) How have you intentionally promoted or emphasized ethics and professional norms among your school leadership team?
3) How have you deepened your own understanding and learning related to your professional practice?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 1d | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
|---|---|

***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 this rule.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 1d) Serves as a model for other administrators and/or leads professional learning in this area. | 1d) 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 these standards. | 1d) Has one or more minor lapses in acting ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and/or all other aspects of leadership set forth in these standards. | 1d) Has a repeated pattern of failing to act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and/or all other aspects of leadership set forth in these standards. |

**Examples of Evidence:**

- Examples of coaching to address potentially problematic behaviors.
- Examples of impartial distribution of resources
- Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- School climate survey

**Reflective Questions:**

1) What evidence do you have that demonstrates your professionalism and ethical behavior?
2) How have you intentionally promoted or emphasized ethics and professional norms among your school leadership team?
3) How have you deepened your own understanding and learning related to your professional practice?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 2a | **Vision and Mission**<br>***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.*** |
|---|---|

Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2a) Produces evidence that consistently demonstrates an understanding of district and state priorities and how their school vision and mission are aligned with the principal.<br><br>Serves as a model for other administrators and/or leads professional learning in this area, providing documentation to serve as evidence. | 2a) Assists and supports the alignment of the school vision and mission and principal with **all** the following:<br><br>District initiatives<br><br>State Board of Education priorities<br><br>Current educational policies (district, state, federal) | 2a) Inconsistently assists and supports the alignment of the school vision and mission and principal with **one or two** of the following:<br><br>District initiatives<br><br>State Board of Education priorities<br><br>Current educational policies (district, state, federal) | 2a) Fails to support the alignment of the school vision and mission and principal to **any** of the following:<br><br>District initiatives<br><br>State Board of Education priorities<br><br>Current educational policies (district, state, federal) |

**Examples of Evidence:**

- Posted mission, vision, and core values.
- Meeting Agenda of Collaborative Meeting with Stakeholders

**Reflective Questions:**

1) What practices or strategies have you implemented related to transmitting and understanding the school's vision and mission?
2) How has a shared understanding of the school vision and mission among staff members and the larger school community been built?
3) In what ways has the school vision and mission been aligned with district and state priorities?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 2b | **Vision and Mission**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2b) Produces evidence of consistent collaboration with the school principal to evaluate decisions and adjust support for effective and rigorous classroom instruction focused on the academic development of all students.<br><br>Serves as a model for other administrators and/or leads professional learning in this area, providing documentation to serve as evidence. | 2b) Collaborates with the principal in the collection, analysis, and utilization of academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students | 2b) Inconsistently collaborates with the school principal in collecting, analyzing, and utilizing student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students. | 2b) Fails to collaborate with the school principal in collecting, analyzing, and utilizing student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students. |

**Examples of Evidence:**

- Communication of priorities and initiatives with all stakeholders
- Master Schedule
- Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes.
- Posted mission, vision, and core values.

**Reflective Questions:**

1) What practices or strategies have you implemented to transmit and understand the school's vision and mission?
2) How have you used the school vision and mission to drive your decision-making?
3) How has a shared understanding of the school vision and mission among staff members and the larger school community been built?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard

| 2c | **Vision and Mission**<br>***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.*** |
|---|---|

Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote all students' academic success and well-being.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2c) Produces evidence that demonstrates consistent collaboration to develop and/or implement the school's shared educational vision, mission, and core values.<br><br>Serves as a model for other administrators and/or leads professional learning in this area, providing documentation to serve as evidence. | 2c) Collaborates supports, and models developing and implementing a shared educational vision, mission, and core values within the school community to promote all students' academic success and well-being in alignment with the principal. | 2c) Collaborates with the school principal to develop, implement, and/or model a shared educational vision, mission, and core values through collaboration within the school community that promotes the academic success and well-being of some but not **all** students. | 2c) Fails to collaborate with the school principal to support and model a shared educational vision, mission, and core values within the school community to promote all students' academic success and well-being. |

**Examples of Evidence:**

- Academic achievement, including progress monitoring data.
- Communication of priorities and initiatives with all stakeholders
- Instructional assignments
- Master Schedule
- Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes.
- Posted mission, vision, and core values.

**Reflective Questions:**

1) What practices or strategies have you implemented related to transmitting and understanding the school's vision and mission?
2) How has a shared understanding of the school vision and mission among staff members and the larger school community been built?
3) In what ways is the school mission and vision aligned to the needs of the school community?
4) How have stakeholders been engaged in developing, evaluating, and continuously refining a shared vision, mission, and values?
5) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 2d | **Vision and Mission**<br>***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.*** |
|---|---|

Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2d) Produces evidence of demonstrating a consistent understanding of the development, implementation, evaluation, and improvement of systems to achieve the vision and mission of the school.<br><br>Serves as a model for other administrators and/or leads professional learning in this area, providing documentation to serve as evidence. | 2d) Assists and supports the principal in developing and implementing systems to achieve the school's vision and mission, reflecting, and adjusting when applicable. | 2d) Has not consistently assisted in the development and implementation of systems fully to achieve the vision and mission of the school OR does not reflect and adjust the vision and mission of the school. | 2d) Fails to assist and support the principal in the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable |

**Examples of Evidence:**

- Academic achievement, including progress monitoring data.
- Communication of priorities and initiatives with all stakeholders
- Instructional assignments
- Master Schedule
- School climate survey

**Reflective Questions:**

1) What practices or strategies have you implemented to transmit and understand the school's vision and mission?
2) How has a shared understanding of the school vision and mission among staff members and the larger school community been built?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 2e | **Vision and Mission**<br>***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.*** |
|---|---|

***Recognize individuals for contributions toward the school vision and mission.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2e) Produces evidence of a system that consistently recognizes individuals' contributions aligned to the school's vision and mission.<br><br>Serves as a model for other administrators and/or leads professional learning in this area, providing documentation to serve as evidence. | 2e) Regularly recognizes individuals for contributions toward the school vision and mission in alignment with the principal. | 2e) Inconsistently recognizes individuals for contributions toward the school mission and vision in alignment with the principal. | 2e) Fails to recognize individuals for contributions toward the school vision and mission in alignment with the principal. |

**Examples of Evidence:**

- Appreciation week(s) plans for all staff
- School climate survey
- Systems of recognition aligned to mission, vision, and core values.
- Updates and recognitions provided during parent/student organization meetings and events.

**Reflective Questions:**

1) What practices or strategies have you implemented related to transmitting and understanding the school's vision and mission?
2) How has a shared understanding of the school vision and mission among staff members and the larger school community been built?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3a | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3a) Produces evidence of consistent collaboration with the principal to proactively manage school fiscal resources in a responsible and ethical manner, engaging in effective:<br>▪ Budgeting<br>▪ Decision-making<br>▪ Accounting practices<br><br>Serves as a model for other administrators and/or leads professional learning in this area. (Documentation Required) | 3a) Collaborates with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective:<br>▪ Budgeting<br>▪ Decision-making<br>▪ Accounting practices | 3a) Fails to collaborate with the principal to manage the school's fiscal resources in a responsible and ethical manner effectively in one or more of the following:<br>▪ Budgeting<br>▪ Decision-making<br>▪ Accounting practices | 3a) Fails to collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner in the following:<br>▪ Budgeting<br>▪ Decision-making<br>▪ Accounting practices |

**Examples of Evidence:**

- School audit findings
- School financial information/budget
- School improvement plan budget
- School protocols for accessing resources (staffing plan/sub-budget)
- Spending plans
- Year-to-date budget

**Reflective Questions:**

1) What actions have you taken as a school leader to maximize available resources?
2) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
3) How have you delineated, published, and communicated budgeting expectations?
4) How have you responded when expenditures exceeded the budget, and how did you adjust practices moving forward?
5) What systems have been implemented to ensure all fund sources are accurately maintained and accounted for and all policies are followed to ensure accountability?
6) In what ways have fiscal policies and decision-making processes prioritized student achievement and well-being?
7) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3b | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel roles and responsibilities that optimize their professional capacity to address all students' learning needs.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3b) Produces evidence of consistent collaboration with the principal of managing scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. (Documentation Required) | 3b) Collaborates with the school principal to manage scheduling and resources by assigning instructional personnel roles and responsibilities that optimize their professional capacity to address all students' learning needs. | 3b) Inconsistently collaborates with the school principal to manage scheduling and resources by assigning instructional personnel roles and responsibilities that optimize their professional capacity to address students' needs. | 3b) Fails to collaborate with the school principal to manage scheduling and resources effectively. |

**Examples of Evidence:**

- Coaching cycle documentation
- Lesson plans and observation data
- Master Schedule
- School improvement plan

**Reflective Questions:**

1) What actions have you taken as a school leader to maximize available resources?
2) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
3) How have you delineated, published, and communicated budgeting expectations?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3c | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3c) Produce evidence of a system that consistently organizes time, tasks, and projects, effectively protecting and optimizing all personnel productivity and student learning.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. (Documentation Required) | 3c) Organizes time, tasks, and projects, effectively protecting and optimizing personnel productivity and student learning. | 3c) Inconsistently organize time, tasks, and projects, impacting personnel productivity and student learning. | 3c) Fails to protect and optimize all personnel productivity and student learning. |

**Examples of Evidence:**

- Annual event/meeting calendar
- Master Schedule
- School improvement plan
- School protocols for accessing resources.
- Coaching cycle documentation
- Duty Schedules
- School Personnel schedule
- Testing Calendar
- MTSS Procedures
- Professional Development Calendar
- Meeting agendas or action plans

**Reflective Questions:**

1) What actions have you taken as a school leader to maximize available resources?
2) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
3) How have you delineated, published, and communicated budgeting expectations?
4) How was the master schedule designed to maximize teacher practice and student outcomes?
5) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3d | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

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 including safety, climate, and student learning.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3d) Collaborates with the school leaders to produce evidence of consistently utilizing multiple data points and systems, which improves the quality and efficiency of operations and management, including school safety, climate, and student learning.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. (Documentation Required) | 3d) Collaborates with the school principal School safety to utilize data, technology, and communication systems to deliver actionable information that improves the quality and efficiency of operations and management, including:<br><br>▪ School Safety<br>▪ School Climate<br>▪ Student learning | 3d) Inconsistently collaborates with the school principal but demonstrates inconsistent use of data, technology, and communication systems to deliver actionable information, which impacts the quality and efficiency of operations and management, including:<br><br>▪ School Safety<br>▪ School Climate<br>▪ Student learning | 3d) Fails to utilize data, technology, and communication systems, impacting operations and management's quality and efficiency.<br><br>▪ School Safety<br>▪ School Climate<br>▪ Student learning. |

**Examples of Evidence:**

- Chronic absenteeism data
- Communications with stakeholders
- Evidence from Office of Safe Schools visits
- Master Schedule
- School audit findings
- School climate survey
- School discipline and suspension data
- School Environmental Safety Incident Reporting (SESIR) data
- School financial information
- School protocols for accessing resources.
- School safety plan
- Spending plans
- Year-to-date budget

**Reflective Questions:**

1) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
2) How have you delineated, published, and communicated budgeting expectations?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3e | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3e) Collaborates with the principal to produce evidence of consistently and proactively:<br>▪ building relationships with all stakeholders to minimize conflicts through constructive conversations.<br>▪ communicating with school and district leaders regarding potential conflicts<br>▪ following district policies and procedures concerning communication.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. (Documentation Required) | 3e) Utilize and coach best practices in conflict resolution, constructive conversations, and management related to school needs for all stakeholders and consistently communicate outcomes with school leaders. | 3e) Inconsistently utilize or coach best practices in conflict resolution, constructive conversations, and management related to school needs for all stakeholders, and/or inconsistently communicate outcomes with school and district leaders. | 3e) Fails to utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders. |

**Examples of Evidence:**

- Communications with stakeholders (Faculty, Team, and Parent Meetings)
- Professional Development Opportunities
- School climate survey
- School improvement plan
- Coaching cycle documentation

**Reflective Questions:**

1) How have you worked with the principal and others to build strong relationships and prevent conflicts?
2) How do you communicate with school and district leaders about potential conflicts and ensure you follow district policies?
3) How do you teach and demonstrate conflict resolution and management practices to other staff, and how have these practices impacted the school?

| 3f | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3f) Produces evidence of:<br>▪ proactively informing the school community of updates to local, state, and federal laws and regulations<br>▪ modeling best practices to promote the safety, success, and well-being of all stakeholders.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 3f) Informs the school community of:<br>▪ current local, state, and federal laws and regulations<br>▪ best practices to promote the safety, success, and well-being of all students and adults. | 3f) Has not fully informed the school community of one or more of the following areas:<br>▪ current local, state, and federal laws and regulations<br>▪ best practices to promote the safety, success, and well-being of all students and adults. | 3f) Fails to inform the school community of:<br>▪ current local, state, and federal laws and regulations<br>▪ best practices to promote the safety, success, and well-being of all students and adults. |

**Examples of Evidence:**

- Communications with stakeholders (Open House)
- Evidence from Office of Safe Schools visits
- Meeting agendas with deliverables and action plans
- School climate survey
- School Environmental Safety Incident Reporting (SESIR) data
- School improvement plan
- School safety plan (Active Assailant Training)

**Reflective Questions:**

1) How do you keep the school community updated on local, state, and federal laws and regulations?
2) What type of school or community activities or events could you speak to stakeholders about policies and procedures?
3) How do you demonstrate best practices to ensure the safety, success, and well-being of everyone in the school?

| 3g | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3g) Produces evidence of collaborative planning with feeder and connecting schools to improve academic success.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 3g) Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. | 3g) Inconsistently develop and/or maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. | 3g) Fails to collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. |

**Examples of Evidence:**

- Articulation Meetings (ESE/ELL)
- Curriculum Nights
- Course Registration meetings
- Vertical Team Meeting agendas
- CTE Pathways
- Feeder pattern articulation meetings

**Reflective Questions:**

1) How do you provide curricular and instructional information to your feeder schools?
2) How do you support students with special needs as they transition to your school?
3) What are some effective articulation activities that could engage students and parents?

| 3h | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

***Develop and maintain effective relationships with the district office and governing board.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3h) Serves as a model for other administrators and/or leads professional learning in this area. | 3h) Develops and maintains effective relationships with the district office and governing board. | 3h) Has not fully developed relationships with the district office and governing board. | 3h) Fails to develop and maintain effective relationships with the district office and governing board. |

**Examples of Evidence:**

- Board presentations made by the assistant principal/dean.
- Communications between the assistant principal/dean and the district office or governing board
- Monthly administrative meetings and agendas
- District committee meetings and agenda

**Reflective Questions:**

1) What activities or meetings have you attended that would help build effective relationships between you and the district office?
2) Has there been a time when you had to call the district for assistance or support with a situation?
3) Why is it important to have an effective relationship with the district office?

| 3i | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and the community are safe.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3i) Produces evidence of proactively ensuring a culture of school safety for all stakeholders.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 3i) Creates and maintains systems and structures that promote school security to ensure students, school personnel, families, and the community are safe on campus. | 3i) Inconsistently creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe on campus. | 3I) Fails to maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe on campus. |

**Examples of Evidence:**

- Emergency drill documentation
- Evidence from Office of Safe Schools visits
- School Environmental Safety Incident Reporting (SESIR) data
- Discipline data.
- School improvement plan
- School safety plan

**Reflective Questions:**

1) How are students informed of safety protocols and procedures?
2) How are parents and stakeholders informed of safety protocols?
3) Are students and parents informed of ways to ensure physical and mental safety, and how can that be communicated?

| 3j | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3j) Produces evidence of communication and personnel training to ensure compliance with Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 3j) Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. | 3j) Has not fully addressed demonstrated gaps in compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. | 3j) Fails 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. |

**Examples of Evidence:**

- Emergency drill documentation (active assailant training)
- Evidence from Office of Safe Schools visits
- Meeting agendas with deliverables and action plans
- School Environmental Safety Incident Reporting (SESIR) data
- School improvement plan
- School safety plan
- School FTE
- Teacher Evaluations
- Student Discipline

**Reflective Questions:**

1) How do you, as the school administrator, manage the reporting of attendance, FTE, professional learning, and student discipline?
2) How are SESIR incidents documented and reported?
3) What methods have I used to train staff on school safety requirements? How do I know these trainings are effective? What proof do I have that they understand these rules?

| 3k | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3k) Produces evidence of proactively evaluating safety and security concerns and communicating with the principal to strengthen safety at the school site.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 3k) Utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment. | 3k) Inconsistently uses a continuous improvement model to evaluate specific concerns for safety and security within the school environment. | 3k) fails to implement a continuous improvement model to evaluate specific concerns about safety and security within the school environment. |

**Examples of Evidence:**

- Communications with stakeholders
- Evidence from Office of Safe Schools visits
- Meeting agendas with deliverables and action plans
- School climate survey
- School Environmental Safety Incident Reporting (SESIR) data
- School safety plan and documentation
- School Opening Checklist

**Reflective Questions:**

1) How do I regularly assess safety and security issues at the school? What steps do I take to communicate these concerns with the principal to improve safety?
2) Do you have a process to solicit feedback from students, teachers, or parents about safety concerns?

| 3l | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

***Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3l) Produces evidence of collaborative efforts that have successfully reduced chronic absenteeism and out-of-school suspensions.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 3l) Collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. | 3l) Inconsistently collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. | 3l) Fails to collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. |

**Examples of Evidence:**

- Chronic absenteeism data
- Intervention and enrichment plans
- Meeting agendas with deliverables and action plans (MTSS meeting agenda, etc.)
- School discipline and suspension data
- School improvement plan
- Discipline data.

**Reflective Questions:**

1) How do you monitor absenteeism?
2) Does your school have a program to encourage students to come to school or provide parents with information on the importance of attending school?
3) Does your school have a system to reduce out-of-school suspensions?
4) How have I worked with the principal to develop and apply policies that reduce chronic absenteeism and out-of-school suspensions? What evidence shows our success?
5) What collaborative efforts have I led or participated in to tackle chronic absenteeism and suspensions?
6) How consistent and effective is my collaboration with the principal in addressing absenteeism and suspensions? What improvements can be made?

| 4a | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4a) Produces evidence of the consistent implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for all students' academic growth and well-being.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. (Documentation Required) | 4a) Assists with implementing and monitoring systems and structures that enable instructional personnel to promote high expectations for all students' academic growth and well-being. | 4a) Inconsistently collaborates with the school principal in implementing and monitoring systems and structures that enable instructional personnel to promote high expectations for all students' academic growth and well-being. | 4a) Fails to collaborate with the school principal in 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. |

**Examples of Evidence:**

- Documentation of the process for creating the school improvement plan (e.g., timelines, data, team members)
- SAC Agendas
- Faculty Meeting Agendas
- School Climate Surveys
- PLC Meetings/ Common Planning
- PBIS
- Data Chats/ Data Review with PST
- School improvement plan
- Student achievement data

**Reflective Questions:**

1) How do you, as an instructional leader, support a school culture of high expectations throughout the school?
2) How do you facilitate high expectations for all students' academic growth and well-being among instructional personnel?
3) How have I consistently implemented and monitored systems and structures that support instructional staff in promoting high expectations for all students' academic growth and well-being? What evidence can I provide to demonstrate this?
4) How do I assist the principal in developing and maintaining these systems and structures? How effective is our collaboration in achieving our goals?
5) How do I model best practices for other administrators in implementing and monitoring these systems?
6) What professional learning initiatives have I led to enhance this area, and what has been the impact?

| 4b | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4b) Produces evidence of consistent implementation of the State's student academic standards, the district's adopted curricula, and K-12 reading plans through demonstrated student performance results tied to these benchmarks.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. (Documentation Required) | 4b) Collaborates with the school principal to ensure alignment of the school's learning goals and classroom instruction to all the following:<br>▪ State's student academic standards<br>▪ The district's adopted curricula<br>▪ K-12 reading plan | 4b) Inconsistently collaborates with the school principal to ensure alignment of the school's learning goals and classroom instruction to one or two of the following:<br>▪ State's student academic standards<br>▪ District's adopted curricula<br>▪ K-12 reading plan | 4b) Fails to collaborate with the school principal to ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards and the district's adapted curricula and K-12 reading plan. |

**Examples of Evidence:**

- Analyses of student data
- Curriculum alignment maps
- Data chats/reflection
- Documentation of the process for creating the school improvement plan (e.g., timelines, data, team members) Master Schedule
- Multi-tiered system of support (MTSS)/response to intervention (RTi) plan
- Progress monitoring tool(s)
- School improvement plan
- Student academic improvement plans
- Student achievement data
- PLC Meetings
- Classroom Walkthroughs
- Lesson Plan Reviews/ Feedback Provided

**Reflective Questions:**

1) How do you ensure alignment exists between classroom instruction and the state's academic standards?
2) How do you ensure the district-adopted curriculum is implemented in the classroom?
3) How does the K-12 Reading plan help guide intervention and student support decisions?
4) How have I collaborated with the principal to ensure that the school's learning goals and classroom instruction align with the state's academic standards, the district's adopted curricula, and the K-12 reading plan? What evidence shows the impact of this alignment on student performance?
5) What strategies have I used to monitor and support the consistent implementation of the state's academic standards, district curricula, and K-12 reading plan? How do I measure the effectiveness of these strategies in improving student outcomes?

| 4c | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4c) Produces evidence of providing consistent and meaningful professional learning to staff that enables interventions, accelerations, and enrichment, meeting student needs through reflection, coaching, and evaluation.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. (Documentation Required) | 4c) Consistently collaborates with the principal to develop a structure that enables school personnel to:<br><br>work as an effective and coordinated system.<br><br>focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs. | 4c) Inconsistently collaborates with the principal in developing a structure that enables school personnel to<br><br>Work as an effective and coordinated system.<br><br>Focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs. | 4c) Fails to collaborate with the school principal to have a structure that enables personnel to work as a system and focus on providing evidence-based intervention acceleration and enrichment that meet student needs. |

**Examples of Evidence:**

- Professional learning and/or coaching for instructional leaders and teachers.
- Training opportunities in data analysis
- Documentation of the process for creating the school improvement plan (e.g., timelines, data, team members) School improvement plan
- Student achievement data
- Multi-tiered system of support (MTSS)/response to intervention (RTi) plan
- Training opportunities in data analysis
- PLC Meetings

**Reflective Questions:**

1) What role do you play in the implementation of MTSS?
2) How is a student referred to the MTSS team? How is this communicated to teachers? (Training?)
3) Why is it so important to have evidence-based interventions?
4) How have I collaborated with the principal to develop and maintain a structure that allows school personnel to work effectively and cohesively? What evidence do I have that this structure supports interventions, accelerations, and enrichment for students?
5) What professional learning opportunities have I provided to staff to enhance their ability to deliver evidence-based interventions, accelerations, and enrichment? How do I measure the impact of these opportunities on student outcomes?

| 4d | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

Engage in data analysis to inform instructional planning and improve learning for all student subgroups, and minimize or eliminate achievement gaps.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4d) Produces consistent evidence of increased student learning and/or gap closure for all subgroups.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. (Documentation Required) | 4d) Collaborates with the principal to address student learning opportunities and achievement gaps through:<br><br>Promoting the effective use of data analysis with school personnel for all student subgroups.<br><br>Providing coaching to improve student learning and minimize or eliminate achievement gaps. | 4d) Inconsistently collaborates with the principal to address student learning opportunities and achievement gaps by not successfully one or both of the following:<br><br>Promoting the effective use of data analysis with school personnel for all student subgroups.<br><br>Providing coaching to improve student learning and minimize or eliminate achievement gaps. | 4d) Fails to collaborate with the principal to 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. |

**Examples of Evidence:**

- Analyses of student data
- Classroom walkthrough notes
- Collaborative planning schedule and outcome
- Data chats/reflection
- Multi-tiered system of support (MTSS)/response to intervention (RTi) plan
- School improvement plan
- Student achievement data
- Written feedback to teachers
- Progress monitoring data tool(s)

**Reflective Questions:**

1) What is your role in the use of data analysis to drive student learning and address achievement gaps?
2) What does your subgroup data tell you, and what interventions are in place to close achievement gaps?
3) Have your subgroups been addressed in your School Improvement Plan? How is this monitored?
4) How have I worked with the principal to use data analysis effectively to identify and address achievement gaps among student subgroups? What evidence shows the impact of these efforts on student learning outcomes?
5) What coaching strategies have I implemented to support teachers in improving student learning and closing achievement gaps? How do I measure the success of these strategies?

| 4e | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4e) Produces consistent evidence 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. to ensure all students demonstrate learning growth.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. (Documentation Required) | 4e) Collaborates with the principal to monitor student progress 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. to ensure all students demonstrate learning growth. | 4e) Inconsistently collaborates with the principal to implement progress monitoring systems, leading to varied student learning growth as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S. | 4e) Fails to collaborate with the principal to implement progress monitoring systems that ensure all students demonstrate learning growth as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S. |

**Examples of Evidence:**

- Analyses of student data
- Collaborative planning schedule and outcome
- Data chats/reflection
- Multi-tiered system of support (MTSS)/response to intervention (RTi) plan
- Professional learning and/or coaching for instructional leaders and teachers.
- Progress monitoring tool(s)
- Student achievement data
- Training opportunities in data analysis
- School improvement plan

**Reflective Questions:**

1) How have I worked with the principal to implement and maintain progress monitoring systems that track student performance and growth on local, statewide, and other assessments as required by section 1008.22, F.S.? What evidence do I have of student learning growth as a result?
2) What methods and tools have I used to monitor and analyze ongoing progress data? How do these methods contribute to ensuring that all students demonstrate learning growth?
3) How do you provide coaching to improve student learning?

| 4f | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

Support and openly communicate the need for, process for, and outcomes of improvement efforts.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4f) Produces evidence of consistently and proactively managing uncertainty, risk, competing initiatives, and the dynamics of change.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. (Documentation Required) | 4f) Collaborates with the principal to 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. | 4f) Inconsistently collaborates with the principal to manage uncertainty, risk, competing initiatives, and the dynamics of change by providing limited support and encouragement and communicating the need for, process for, and outcomes of improvement efforts. | 4f) Fails to collaborate with the principal to manage uncertainty, risk, competing initiatives, and the dynamics of change and/or does not openly communicate the need for, process for, and outcomes of improvement efforts. |

**Examples of Evidence:**

- Analyses of student data
- Documentation of the process for creating the school improvement plan (e.g., timelines, data, team members)
- School climate survey
- School improvement plan
- Communications

**Reflective Questions:**

1) How do you support and communicate information about improvement efforts in your school?
2) How do you monitor if the improvement efforts are being implemented in classrooms?
3) Do you have a process for teachers to collaborate on student data and evaluate for improvement?
4) How have I worked with the principal to effectively manage the school's uncertainty, risk, competing initiatives, and change dynamics? What evidence do I have of successful outcomes from these efforts?
5) In what ways have I provided support and encouragement to staff during times of change and uncertainty? How have I communicated the need for, process of, and outcomes from improvement efforts?
6) How do I model effective change management for other administrators? What professional learning sessions on managing uncertainty and risk have I led, and what impact have these sessions had on school improvement efforts?

| 4g | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4g) Produces evidence of the consistent implementation of a system to provide meaningful feedback and evaluation of the Florida Educator Accomplished Practices (FEAPs) in a timely manner to comply with Rule 6A-5.065, F.A.C. and improve instruction.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. (Documentation Required) | 4g) Collaborates with the principal to ensure and monitor the implementation of the Florida Educator Accomplished Practices (FEAPs) as described in Rule 6A-5.065, F.A.C., by all instructional personnel. | 4g) Inconsistently collaborates with the principal to monitor the implementation of the Florida Educator Accomplished Practices (FEAPs) as described in Rule 6A-5.065, F.A.C., by all instructional personnel. | 4g) Fails to collaborate with the principal to ensure and monitor the implementation of the Florida Educator Accomplished Practices described in Rule 6A-5.065, F.A.C., by all instructional personnel. |

**Examples of Evidence:**

- Classroom walkthrough notes
- Data chats/reflection
- Instructional practice observation data
- Professional learning and/or coaching for instructional leaders and teachers.
- Teacher evaluation data
- Written feedback to teachers
- Beginning Teacher Support Documentation
- Beginning Teacher Support Documentation

**Reflective Questions:**

1) Does your school have a system for all administrators to observe all teachers?
2) How do you ensure all evaluations are completed on the district schedule?
3) How does your administrative team reflect on evaluation data?
4) What specific examples can be provided where feedback resulted in tangible improvements in instruction or professional growth among educators?
5) What strategies or tools have been particularly effective in maintaining consistency, and how do you monitor this over time?
6) In what ways have you served as a model or coach for other administrators in implementing FEAP evaluations?
7) How do you lead professional learning sessions or collaborate with colleagues to improve understanding and application of FEAP evaluation principles?

| 5a | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
|---|---|

Collaborate with the school principal to maintain a safe, respectful, student-centered learning environment.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 5a) Produces evidence of consistent collaboration with the school principal, students, personnel, and families to maintain a safe, respectful, and student-centered learning environment.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 5a) Collaborates with the school principal to maintain a safe, respectful, student-centered learning environment. | 5a) Inconsistently collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment. | 5a) Fails to collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment. |

**Examples of Evidence:**

- Schol climate data
- School counselors providing classroom lessons on well-being.
- Schoolwide processes and procedures (Bell Schedule, Duty Roster / Schedule, etc.)
- Student and faculty handbook
- The work of professional learning communities
- PBIS implementation plan
- Classroom Observations

**Reflective Questions:**

1) How do you ensure all students understand the school's expectations?
2) How do you ensure that all teachers and staff understand the expectations of the school, district, and state?
3) What procedures do you have in place to ensure that student learning is the priority?
4) How have my collaborations with the school principal, students, personnel, and families directly contributed to fostering a safe, respectful, and student-centered learning environment?
5) Can specific examples be provided where collaborative efforts resulted in tangible improvements or initiatives that enhanced the overall learning environment?
6) How do I gather feedback from students, personnel, and families regarding the effectiveness of our efforts to maintain a student-centered environment?
7) What adjustments or improvements have been made based on this feedback to ensure ongoing collaboration and improvement?

| 5b | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 5b) Produces evidence of consistently involving students, personnel, and families in the facilitation of a comprehensive system that establishes a culture for learning.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 5b) Collaborates with the school principal to 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. | 5b) Inconsistently facilitates a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. | 5b) Fails to 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. |

**Examples of Evidence:**

- School Discipline Plan / Matrix
- PBIS implementation plan
- MTSS documentation of intervention for behavioral issues
- Behavior data analysis
- Analyses of student data, including student discipline data
- School climate data
- School counselors providing classroom lessons on well-being.
- Schoolwide processes and procedures
- Student and faculty handbook
- The work of professional learning communities

**Reflective Questions:**

1) How do you review behavior data with your administrative team? Have you reviewed your data to look for any bias?
2) How do you ensure that you are implementing systems in a non-biased manner?
3) How do you take feedback from your teachers regarding the behavior system and the culture of learning on campus?
4) What type of Professional Learning do you provide teachers and staff on the school discipline plan and writing referrals?
5) How do I involve students, personnel, and families in shaping our school's learning culture and refining policies on student conduct?
6) How do I consistently implement fair and unbiased procedures for addressing student misconduct, and how have policies evolved based on feedback?
7) How do I model effective practices in fostering a positive learning environment, and how do I support colleagues in implementing supportive policies?

| 5c | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 5c) Produces evidence of consistent improvement in teachers' practice following the delivery of timely, actionable, and ongoing formative feedback and subsequent coaching.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 5c) Delivers timely, actionable, and ongoing formative feedback about instructional practices driven by standards-aligned content to support and coach instructional personnel's knowledge and skills development. | 5c) Inconsistently delivers actionable and ongoing formative feedback about instructional practices driven by standards-aligned content to support and coach instructional personnel's knowledge and skills development. | 5c) Fails to deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach instructional personnel's knowledge and skills development. |

**Examples of Evidence:**

- Analyses of student data, including student discipline data
- Coaching plans/cycle
- Data chats/reflection
- School climate data
- Schoolwide processes and procedures
- Student progress monitoring data
- The work of professional learning communities
- Teacher Evaluations – Pre / Post conferences
- Collaborative / Standards driven PLC.
- Professional Learning opportunities on standards and instructional best practices
- Teacher Lesson Plans
- Classroom Assessments

**Reflective Questions:**

1) How do you schedule teacher observations so that you can prepare for the observations and give timely feedback afterward?
2) How do you ensure classroom instruction is aligned with the standards?
3) What type of Professional Learning have you provided to develop the knowledge and skills of teachers?
4) How do you support struggling teachers?
5) How has my timely and actionable feedback led to measurable improvements in teachers' instructional practices?
6) How do I ensure the feedback I provide is consistent, standards-aligned, and supports teachers' ongoing professional development?

| 5d | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
|---|---|

Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 5d) Serves as a model for other administrators and/or leads professional learning in this area. | 5d) Supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. | 5d) Inconsistently supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. | 5d) Fails to support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. |

**Examples of Evidence:**

- Analyses of student data, including student discipline data
- Coaching plans/cycle
- Data chats/reflection
- MTSS Tier 2 & 3 interventions
- PLC / Improvement Cycle
- Collaborative Planning
- Problem Solving Sessions
- School climate data
- School counselors providing classroom lessons on well-being.
- Schoolwide processes and procedures
- Student progress monitoring data
- The work of professional learning communities
- Training opportunities in data analysis
- Walkthrough notes

**Reflective Questions:**

1) How do you provide time for teachers to share and analyze student data?
2) What supports do you provide for teachers when planning interventions, and how do you monitor for success?
3) What is collaborative planning like at your school?
4) What are some of the strategies your team has used to close achievement gaps?
5) How have I effectively supported instructional personnel in recognizing and responding to student needs to reduce achievement gaps?
6) What strategies do I use to ensure consistent support for teachers in understanding and addressing student needs?
7) In what ways do I model effective practices and lead professional learning to help other administrators and teachers address achievement gaps?

| 6a | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6a) Produces evidence of consistently assisting the principal in collaborating with stakeholders to recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the capacity to promote literacy achievement and the academic success of all students.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 6a) Consistently assists the school principal 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. | 6a) Inconsistently assists the school principal with 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. | 6a) Fails to assist the school principal 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. |

**Examples of Evidence:**

- Exit survey data.
- Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
- Retention rates
- Staff turnover data
- Teacher climate data
- Vacancy rates
- Evidence of recruitment efforts; data as to the efficacy of recruitment efforts
- Evidence of Stakeholder Collaboration
- SAC Agendas & minutes address climate, achievement, or teacher recruitment & retention
- Climate survey data

**Reflective Questions:**

1) What strategies have been utilized to recruit and retain quality teachers?
2) What data has been gathered regarding why teachers choose to stay or leave your faculty?
3) What supports have been put in place to ensure that all students are cared for physically, emotionally, and academically?
4) What actions have I taken to support the principal in recruiting and retaining, effective instructional personnel? How have I contributed to professional learning programs that enhance literacy and academic success?
5) How have I engaged stakeholders to support hiring and retaining instructional staff?

| 6b | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

***Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6b) Produces evidence of continual improvement of personal practice because of attending to and engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 6b) Consistently attends to their own personal learning and effectiveness by<br><br>engaging in need-based professional learning,<br><br>modeling self-reflection practices and seeking and being receptive to feedback. | 6b) Inconsistently attends to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. | 6b) Fails to attend to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. |

**Examples of Evidence:**

- Individual professional learning plans
- Master Schedule
- Teacher climate data

**Reflective Questions:**

1) What strategies have you employed to meet your needs for continuous learning, development, and improvement of your professional practice?
2) How do you seek out feedback, and from whom?
3) What professional learning have you attended, and how has it impacted your personal practice?
4) How have I engaged in need-based professional learning to improve my personal practice?
5) In what ways have I modeled self-reflection practices for others?
6) How have I sought and responded to feedback to enhance my effectiveness?

| 6c | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6c) Proactively collaborates with the school principal in the consistent collection and analysis of instructional personnel needs, including:<br><br>standards-aligned content,<br>evidence-based pedagogy,<br>use of instructional technology and<br>data analysis for instructional planning and improvement.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 6c) Collaborates with the school principal to identify instructional personnel needs, including:<br><br>standards-aligned content<br>evidence-based pedagogy,<br>use of instructional technology and<br>data analysis for instructional planning and improvement. | 6c) Inconsistently collaborates with the principal to identify instructional personnel needs, using some or all the following:<br><br>standards-aligned content,<br>evidence-based pedagogy,<br>use of instructional technology and<br>data analysis for instructional planning and improvement. | 6c) Fails to collaborate with the school principal to identify instructional personnel needs, including:<br><br>standards-aligned content,<br>evidence-based pedagogy,<br>use of instructional technology and<br>data analysis for instructional planning and improvement. |

**Examples of Evidence:**

- Classroom walkthrough data
- Communication/feedback
- Content-specific teacher data
- Data-driven professional learning opportunities
- Student data (e.g., achievement, MTSS, RTi, discipline, attendance)
- Teacher evaluation data
- Teacher Deliberate Practice Plan
- Progress monitoring data analysis and action plan
- Data-driving professional learning opportunities
- School Improvement Plan

**Reflective Questions:**

1) How have I collaborated with the principal to identify and address instructional personnel needs in standards-aligned content and evidence-based pedagogy?
2) In what ways have I supported the use of instructional technology for instructional planning and improvement?
3) How have I contributed to data analysis efforts for improving instructional practices and planning?
4) How have you identified your staff's professional learning needs? What data have you used and analyzed?
5) What goals in your School Improvement Plan are your biggest focus or concern? How have you aligned professional development to these?
6) What strategies have been employed to meet the learning needs of your faculty, from novice to veteran to expert?

| 6d | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6d) Produces evidence of consistent collaboration with the school principal, content or grade-level leads, and other school personnel in the development and continuous refinement of a school-wide professional learning plan based on the needs of instructional personnel and students aligned with school and district priorities.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 6d) Collaborates with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students and revises plan elements as needed. | 6d) Assists with developing a school-wide professional learning plan without collaboration with teacher leads and/or misaligning the professional learning plan to the needs of instructional personnel and students and/or does not revise elements of the plan as needed. | 6d) Fails to assist the principal in developing a school-wide professional learning plan based on the needs of instructional personnel and students. |

**Examples of Evidence:**

- Collaborative planning schedule and outcome
- Data-driven professional learning opportunities
- School professional learning plan
- Student data (e.g., achievement, MTSS, RTi, discipline, attendance)
- School professional development plan
- Teacher & staff participation in professional learning
- PD plan reflection and revision

**Reflective Questions:**

1) What is the process for developing and maintaining a schoolwide professional learning plan?
2) How are you monitoring your professional development plan and adjusting?
3) How have I collaborated with school personnel to identify the needs of instructional staff and students?
4) How have I ensured the professional learning plan remains aligned with school and district priorities?
5) How do I model effective collaboration and professional learning for other administrators?

| 6e | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

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 an understanding of professional and adult learning strategies.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6e) Produces evidence of consistent collaboration that continuously improved educator practice after engaging in differentiated, need-based opportunities for growth guided by an understanding of professional and adult learning strategies.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 6e) Collaborates with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by an understanding of professional and adult learning strategies. | 6e) Collaborates with the school principal to develop some of the school personnel's professional knowledge and skills or provides inconsistent access to differentiated, need-based opportunities for growth. | 6e) Fails to collaborate with the school principal in developing school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth guided by an understanding of professional and adult learning strategies. |

**Examples of Evidence:**

- Content-specific teacher data
- Data-driven professional learning opportunities
- Individual professional learning plans
- Schedules for PD – common planning, PLCs, collaborative work, etc.

**Reflective Questions:**

1) What strategies have been employed to meet the learning needs of your faculty, from novice to veteran to expert?
2) How do you ensure that training utilizes adult learning strategies?
3) How do we provide time and access to data-driven professional learning opportunities?
4) How have I collaborated to provide differentiated, need-based professional growth opportunities for school personnel?
5) How effectively do I apply professional and adult learning strategies to improve educator practice?
6) How do I serve as a model or lead in professional learning for other administrators?

| 6f | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6f) Produces evidence of consistent support of the school principal in the engagement of school personnel in the monitoring and evaluation of professional learning linked to district- and school-level goals to foster continuous improvement.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 6f) Supports the school principal in monitoring and evaluating professional learning linked to<br><br>District level goals school-level goals that foster continuous improvement. | 6f) Inconsistently supports the school principal in monitoring and evaluating professional learning linked to district- and school-level goals that foster continuous improvement. | 6f) Fails to support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals that foster continuous improvement. |

**Examples of Evidence:**

- Documentation of personal attendance/participation in professional learning/continuing education
- Evidence of participation in district/state learning opportunities
- Collaborative planning schedule and outcome

**Reflective Questions:**

1) How has the impact of professional learning on student outcomes been evaluated, and how has that information been used to adjust professional learning plans?
2) How have you encouraged participation in professional learning linked to district and school-level goals?
3) How have I consistently supported the principal in monitoring and evaluating professional learning to ensure alignment with district- and school-level goals?
4) How do I engage school personnel in the evaluation process to foster continuous improvement?
5) How do I serve as a model or lead in professional learning evaluation for other administrators?

| 6g | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6g) Produces evidence of consistent support of the school principal in utilizing a system of monitoring and evaluation that consistently monitors and evaluates instructional personnel and assistant principals/deans utilizing meaningful feedback related to professional practice.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 6g) Collaborates with the school principal to foster continuous improvement by:<br><br>Monitoring and evaluating the professional practice of instructional personnel (support personnel for Deans). Providing timely, actionable, and ongoing feedback to instructional (support personnel for Deans). personnel. | 6g) Inconsistently collaborates with the school principal to foster continuous improvement by:<br><br>Monitoring and evaluating the professional practice of instructional personnel. Provide timely, actionable, and ongoing feedback to instructional personnel. | 6g) Fails to collaborate with the school principal to foster continuous improvement by not:<br><br>Monitoring and evaluating the professional practice of instructional personnel. Providing timely, actionable, and ongoing feedback to instructional personnel. |

**Examples of Evidence:**

- Classroom walkthrough data
- Communication/feedback
- Content-specific teacher data
- Teacher evaluation data
- Evaluation plan for all instructional staff (What's your plan for completing all evaluations within the timeframe?)
- Evaluation completion status based on district Schedule of Observations
- Analysis of teacher evaluation data & action items
- Communication feedback for APs and teachers

**Reflective Questions:**

1) What systems have you used to monitor and evaluate instructional practice and provide teacher feedback? Instructional leadership team? Support team?
2) How do you ensure that staff members receive feedback in a timely manner?
3) How have you provided specific feedback to teachers to improve their proficiency in meeting the FEAP?
4) What are examples of actionable feedback you have provided your teachers?
5) How have I consistently supported the principal in monitoring and evaluating the professional practice of instructional personnel?
6) How effectively do I provide timely, actionable, and ongoing feedback to instructional personnel?
7) How do I serve as a model or lead in the evaluation and feedback process for other administrators?

| 6h | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6h) Produces evidence of consistent collaboration with the school principal in the development of a culture of collaboration that includes all stakeholders to be accountable for the shared educational vision, mission, and core values of the school.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 6h) Collaborates with the school principal to establish and sustain a culture of collaboration through professional learning by:<br><br>Utilizing time and resources<br>Fostering commitment and mutual accountability to the shared educational vision, mission, and core values of the school. | 6h) Inadequately collaborates with the school principal to provide professional learning on the educational vision, mission, and core values of the school and/or does not foster a community of mutual accountability. | 6h) Fails to collaborate with the principal to establish and sustain a culture of collaboration through professional learning by not:<br><br>Utilizing time and resources<br><br>Fostering commitment and mutual accountability to the shared educational vision, mission, and core values of the school. |

**Examples of Evidence:**

- Collaborative planning schedule and outcome
- Communication/feedback
- Master Schedule
- Student data (e.g., achievement, MTSS, RTi, discipline, attendance)
- Staff agendas that include culture and collaboration opportunities
- Schedules and agendas for collaboration and/or PD events
- Culture plan
- School climate survey data

**Reflective Questions:**

1) What strategies have been utilized to provide the necessary time and resources for educators to collaborate and hold one another accountable for meeting the vision, mission, and core values of the school?
2) How do we share the mission and vision with all stakeholders?
3) How do you support new employees and educate them on the school's mission and values?
4) What have you done to create a culture of collaboration?
5) How have I collaborated with the principal to effectively utilize time and resources and establish a culture of collaboration?
6) How do I foster commitment and mutual accountability to the school's shared vision, mission, and core values among all stakeholders?
7) How do I serve as a model or lead in developing a collaborative culture for other administrators?

| 6i | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6i) Produces evidence of creating and consistently implementing a system of proactive planning and continuous improvement of professional learning tightly aligned to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C.<br><br>Serves as a model for other school administrators in this area. | 6i) Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by consistently engaging in:<br><br>planning and implementing professional learning.<br><br>monitoring change in professional practice , evaluating professional learning's impact on student outcomes. | 6i) Inconsistently adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by not engaging in one or more of the following:<br><br>planning and implementing professional learning.<br><br>monitoring change in professional practice , evaluating professional learning's impact on student outcomes. | 6i) Fails to adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by not:<br><br>planning and implementing professional learning.<br><br>monitoring change in professional practice , evaluating professional learning's impact on student outcomes. |

**Examples of Evidence:**

- Content-specific teacher data
- Data-driven professional learning opportunities
- Documentation of personal attendance/participation in professional learning/continuing education
- Individual professional learning plans
- School professional learning plan
- Student data (e.g., achievement, MTSS, RTi, discipline, attendance)
- Teacher evaluation data

**Reflective Questions:**

1) How has the impact of professional learning on student outcomes been evaluated, and how has that information been used to adjust professional learning plans?
2) What strategies have been employed to meet the learning needs of your faculty, from novice to veteran to expert?
3) How have I created and implemented a system of proactive planning and continuous improvement for professional learning aligned with the State Board of Education standards?
4) How effectively do I monitor changes in professional practice and evaluate the impact of professional learning on student outcomes?
5) How do I serve as a model for other administrators in adhering to and implementing the State Board of Education's professional learning standards?

| 7a | **Building Leadership Expertise**<br>***Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 7a) Produces evidence of consistent, intentional development of open, productive, caring, and trusting working relationships with school and teacher leaders that have a positive impact on improving instructional practice with standards-aligned content.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 7a) Develops and supports open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content. | 7a) Inconsistently develops and supports open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content. | 7a) Fails to 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. |

**Examples of Evidence:**

- SITE/teacher leadership meeting minutes
- Administrator team meetings
- School surveys and feedback
- School culture plan
- Faculty meeting agendas
- Example of meeting agendas demonstrating leadership
- Content-specific teacher data
- Individual professional learning plans
- One-on-one coaching support
- Supporting/providing training or professional learning around leadership/mentorship practices

**Reflective Questions:**

1) How do we get feedback from all stakeholders to ensure that the schools run efficiently?
2) How do we ensure all administrators are visible on campus during the school day?
3) What strategies have been employed to foster and sustain a climate of trust and vulnerability?
4) How have relationships been built between and among school personnel?
5) How have I intentionally developed open, productive, and trusting relationships with school and teacher leaders to improve instructional practice?
6) How do these relationships positively impact the use of standards-aligned content in instructional practice?
7) How do I serve as a model or lead in fostering caring and collaborative working relationships among school and teacher leaders?

| 7b | **Building Leadership Expertise**<br>***Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*** |
|---|---|

Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 7b) Serves as a model for other administrators and/or leads professional learning in this area. | 7b) Collaborates with the school principal to cultivate a diverse group of emerging teacher leaders by:<br><br>Identifying potential teacher leaders<br><br>Developing identified teacher leaders. | 7b) Lacks collaboration with the school principal to cultivate a diverse group of emerging teacher leaders by not consistently engaging in one or both of the following:<br><br>Identifying potential teacher leaders<br><br>Developing identified teacher leaders. | 7b) Fails to collaborate with the school principal to cultivate a diverse group of emerging teacher leaders by not consistently engaging in:<br><br>Identifying potential teacher leaders<br><br>Developing identified teacher leaders. |

**Examples of Evidence:**

- Leadership team membership
- Mentoring plans
- Agendas with teacher leaders and APs providing expertise.
- Professional learning around leadership
- One-on-coaching with potential leaders.
- Example of meeting agendas demonstrating leadership
- Individual professional learning plans
- Mentoring and induction plans/program
- One-on-one coaching support
- Supporting/providing training or professional learning around leadership/mentorship practices
- School teacher mentor opportunities

**Reflective Questions:**

1) How do you identify potential leaders within your school?
2) How do distribute duties with APs and deans so they are exposed to different aspects of school leadership?
3) What are ways you have provided coaching to potential leaders?
4) How have I collaborated with the principal to identify potential teacher leaders within the school?
5) What strategies have I used to develop identified teacher leaders and enhance their leadership skills?
6) How do I serve as a model or lead in cultivating and developing emerging teacher leaders?

| 7c | **Building Leadership Expertise**<br>***Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*** |
|---|---|

Develop capacity in teacher leaders and hold them accountable.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 7c) Produces evidence of consistent and proactive strong capacity-building systems for aspiring teacher leaders.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 7c) Regularly develops capacity in teacher leaders by:<br><br>mentoring/coaching potential leaders.<br><br>holding potential leaders accountable. | 7c) Seldomly or inconsistently attempts to develop teacher leadership capacity by not engaging in one more of the following:<br><br>mentoring/coaching potential leaders.<br><br>holding potential leaders accountable. | 7c) Fails to develop capacity by delegating tasks to other school leaders and holding them accountable. |

**Examples of Evidence:**

- Meeting agendas
- AP duties and responsibilities
- One-on-one coaching support
- Teacher-led school initiatives
- Project management system
- Coaching plans/cycle
- Example of meeting agendas demonstrating teacher/AP leadership
- Letters of recommendation for leadership programs and roles
- Mentoring and induction plans/program
- One-on-one coaching support

**Reflective Questions:**

1) What leadership opportunities have been delegated to others on your administrative team?
2) How do you delegate opportunities to potential leaders so that they can develop the necessary skills to advance?
3) What are examples of projects others have managed on your campus, and how did you coach them through the process?
4) What is your process for holding others accountable for delegated tasks?
5) How do I proactively mentor and coach potential teacher leaders to build their capacity?
6) How do I hold potential teacher leaders accountable for their growth and development?
7) How do I serve as a model or lead in establishing strong capacity-building systems for aspiring teacher leaders?

| 7d | **Building Leadership Expertise**<br>***Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*** |
|---|---|

Plan for and provide opportunities for mentoring new personnel.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 7d) Produces evidence of a consistent system of induction, coaching, and mentoring of new personnel.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 7d) Plans for and provides opportunities for mentoring and coaching new personnel. | 7d) The assistant principal/dean inadequately engages in one or both of the following:<br><br>Planning for opportunities to mentor new personnel<br>Mentoring and coaching new personnel. | 7d) Fails to plan for and provide opportunities for mentoring and coaching new personnel. |

**Examples of Evidence:**

- Job descriptions for all staff
- Beginning teacher support programs
- Teacher handbook
- Faculty meeting agendas
- One-on-one coaching support
- School teacher mentor opportunities

**Reflective Questions:**

1) How do you consistently onboard staff to your campus throughout the year?
2) What is your process for appointing teacher leaders?
3) How do you mentor teachers new to the profession and monitor their well-being?
4) How do you plan for the succession of key positions on your campus?
5) How do I consistently plan for and provide opportunities to mentor new personnel?
6) How effectively do I engage in mentoring and coaching new personnel to support their professional growth?
7) How do I serve as a model or lead in establishing a system of induction, coaching, and mentoring for new personnel?

| 8a | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Understand, value, and employ the community's cultural, social, and intellectual context and resources.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8a) Produces evidence of consistent, meaningful engagement with stakeholders focused on the community's cultural, social, and intellectual context and resources.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 8a) Understands, values, and employs the community's cultural, social, and intellectual context and resources. | 8a) Makes attempts to understand and value the community's cultural, social, and intellectual context but does not utilize community resources. | 8a) Fails to understand, value, and employ the community's cultural, social, and intellectual context and resources. |

**Examples of Evidence:**

- SAC minutes
- PTO minutes
- Family engagement activities
- Climate survey
- Community partnerships
- School-wide events
- Communication and stakeholder engagement plans
- Communication examples (e.g., newsletters, social media, emails)
- Evidence of partnerships with local businesses or service organizations
- Participation in community events (e.g., local festivals and celebrations)
- School event calendar

**Reflective Questions:**

1) How do you employ the community as a resource for your school?
2) How do you ensure communication and events relate to your school community and culture?
3) What strategies have been utilized to ensure school personnel understand the cultural, social, and intellectual context of the community?
4) How do I consistently engage with stakeholders to understand and appreciate our community's cultural, social, and intellectual context?
5) In what ways do I actively utilize community resources to enhance educational opportunities and support student learning?
6) How can I serve as a model or lead by demonstrating the importance of community engagement and cultural responsiveness to other administrators?

| 8b | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8b) Serves as a model for other administrators and/or leads professional learning in this area. | 8b) Models and advocates for respectful communication practices among school leaders, parents, students, and other stakeholders. | 8b) Inconsistently models and advocates for respectful communication practices among school leaders, parents, students, and other stakeholders. | 8b) Fails to model and advocate for respectful communication practices among school leaders, parents, students, and other stakeholders. |

**Examples of Evidence:**

- Communication examples among different stakeholder groups
- Parent communication – e-mails, newsletters, etc.
- School Calendar
- School website
- Social media
- Agendas and minutes from parent/student organization meetings
- Communication and stakeholder engagement plans
- Communication examples (e.g., newsletters, social media, emails)
- Evidence of partnerships with local businesses or service organizations
- School climate survey
- School event calendar

**Reflective Questions:**

1) When communicating with stakeholders, what training and expectations have you provided teachers and staff?
2) What methods of communication have been utilized with the outside community, and how do you monitor their efficacy?
3) How do I consistently model respectful communication practices among school leaders, parents, students, and stakeholders?
4) How do I advocate for the importance of respectful communication within our school community?
5) How do I serve as a model or lead in promoting and teaching respectful communication practices to other administrators and stakeholders?

| 8c | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Maintain high visibility and accessibility and actively listen and respond to parents, students, and other stakeholders.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8c) Produces evidence of a consistent school-wide culture of visibility and accessibility where all administrators and personnel actively listen and respond to parents, students, and other stakeholders in a timely manner.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 8c) Maintain high visibility and accessibility and actively listen and respond to parents, students, and other stakeholders. | 8c) Inconsistently maintains visibility and accessibility and/or inconsistently responds to all stakeholders in a timely manner. | 8c) Has low visibility, is not perceived as accessible, and/or fails to actively listen and respond to parents, students, and other stakeholders |

**Examples of Evidence:**

- Climate survey data
- Participation in school and community events
- School event calendar
- E-mails
- Remind data.
- Agendas and minutes from parent/student organization meetings
- Communication and stakeholder engagement plans
- Communication examples (e.g., newsletters, social media, emails)
- Evidence of partnerships with local businesses or service organizations

**Reflective Questions:**

1) How do you ensure you are accessible to stakeholders throughout the day?
2) How do you ensure that you respond to communications in a timely manner?
3) What methods do you use to be visible in your school and community?
4) Do you have a plan for administrative representation at all school events?
5) How do I ensure high visibility and accessibility as an administrator, and how does this contribute to fostering a school-wide culture of responsiveness?
6) How do I actively listen to and respond to the concerns and feedback of parents, students, and other stakeholders in a timely manner?
7) How do I serve as a model or lead in promoting a culture where all administrators and personnel prioritize listening to and engaging with stakeholders effectively?

| 8d | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8d) Produces evidence of a system that consistently recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 8d) Recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community. | 8d) Seldomly or inconsistently recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community. | 8d) Does not recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community. |

**Examples of Evidence:**

- Student recognitions and awards
- Volunteer recognitions and awards.
- Business partner recognitions and awards
- E-mails and communications with engaged stakeholders
- Newsletter and school-wide e-mails
- Agendas and minutes from parent/student organization meetings
- Communication and stakeholder engagement plans
- Communication examples (e.g., newsletters, social media, emails)
- Participation in community events (e.g., local festivals, and celebrations)
- Recognition events for all stakeholders

**Reflective Questions:**

1) How do you recognize engaged parents and community members throughout the school year?
2) How do you reward students for their positive contributions to the school community?
3) What systems have been put in place to foster a strong relationship between the school and community volunteers?
4) How do I consistently recognize and appreciate the contributions and engagement of parents, students, and stakeholders that enhance our school community?
5) In what ways do these recognitions positively impact the school environment and community relationships?
6) How do I serve as a model or lead in promoting a culture of recognition and appreciation for contributions within the school community?

| 8e | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8e) Produces evidence of consistent school-wide use of appropriate technologies and multiple forms of two-way communication with parents, students, and families on student expectations and academic performance.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 8e) Utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. | 8e) Seldomly or inconsistently utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. | 8e) Fails to utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. |

**Examples of Evidence:**

- FOCUS communication.
- School newsletters
- Social media
- PTO agendas and minutes
- Agendas and minutes from parent/student organization meetings
- Communication examples (e.g., newsletters, social media, emails)
- Recognition events for all stakeholders
- School climate survey
- School event calendar

**Reflective Questions:**

1) How have the communication needs of families and community members been identified and met?
2) What types of technologies do you feel are most effective with your parent population and why?
3) What types of technologies do you use to communicate student behavior, attendance, and academic performance?
4) How do I consistently utilize appropriate technologies and various forms of communication to engage parents, students, and families regarding student expectations and academic performance?
5) How do these communication practices enhance collaboration and partnership between the school and families?
6) How do I serve as a model or lead in effectively integrating technology and communication strategies for engaging parents, students, and families in discussions about student academic expectations and performance?

| | |
|---|---|
| 1 | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
| 2 | **Vision and Mission**<br>***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.*** |
| 3 | **School Operations, Management, and Safety**<br>***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.*** |
| 4 | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
| 5 | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
| 6 | **Recruitment and Professional Learning**<br>***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.*** |
| 7 | **Building Leadership Expertise**<br>**Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.** |
| 8 | **Meaningful Parent, Family and Community Engagement**<br>***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.*** |

## Volusia System for Empowering Leaders Principal Evaluation

This Instructional Leadership Rubric is a comprehensive tool designed for principals to outline a range of practices from Highly Effective to Unsatisfactory. It is intended to be used by principals and their evaluators to determine strengths and areas for growth during the evaluation process. Notably, the Developing rating is specifically designated for principals in their first three years of employment who require improvement.

The rubric is structured in alignment with the Florida Educational Leadership Standards, with the descriptors under the Effective rating directly mirroring the language used in these standards. This alignment ensures consistency and clarity in the evaluation criteria.

Beyond being a set of standards, the rubric includes reflection questions and sample evidence sources. These resources are designed to empower school administrators and evaluators, providing the necessary support for the evaluation process. Although these resources are not exhaustive, they serve as valuable guides to facilitate thorough and reflective evaluations.

By using this rubric, principals can gain clear insights into their performance and identify areas where they can further develop their leadership skills. Evaluators can ensure a thorough and consistent assessment, ultimately fostering a culture of continuous improvement within the school leaders.

***Indicates the Principal, Assistant Principal, and Dean descriptor is the same for the standard.**

| 1a | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
|---|---|

***Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and 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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 1a) Serves as a coach/model for other administrators and/or leads professional learning in this area. | 1a) Holds self and others accountable to:<br>• The Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.).<br>• Guidelines for student welfare pursuant to Section 1001.42, Florida Statutes (F.S.).<br>• The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and<br>State, local school, and governing board policies. | 1a) Has had one or more minor lapses in professional judgment that were not in alignment with:<br>• The Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C.<br>• Guidelines for student welfare pursuant to Section 1001.42, F.S.<br>• The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and<br>State, local school, and governing board policies. | 1a) Has a demonstrated pattern of conduct that does not align with:<br>• The Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C.<br>• Guidelines for student welfare pursuant to Section 1001.42, F.S.,<br>• The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S; and<br>• State, local school, and governing board policies. |

**Examples of Evidence:**

- Documented system for addressing ethical conduct issues.
- Evidence of attending professional learning on ethics
- Examples of coaching to address potentially problematic behaviors.
- Meeting agendas
- Parental rights documents, individual educational plan (IEP) communications
- School climate survey
- Student and faculty handbook

**Reflective Questions:**

1) What evidence do you have that demonstrates your professionalism and ethical behavior?
2) How have you intentionally promoted or emphasized ethics and professional norms among your school leadership team?
3) How have you deepened your own understanding and learning related to your professional practice?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 1b | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 1b) Serves as a coach/model for other administrators and/or leads professional learning in this area. | 1b) Acknowledges that all persons are equal before the law and have inalienable rights, and provides leadership that is consistent with the principles of individual freedom outlined in Section 1003.42, F.S. | 1b) Acknowledges that all persons are equal before the law and have inalienable rights, but provides leadership that is inconsistent with the principles of individual freedom outlined in Section 1003.42 F.S. | 1b) Fails to acknowledge that all persons are equal before the law and have inalienable rights, and does not provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42, F.S. |

**Examples of Evidence:**

- Documented system for addressing ethical conduct issues.
- Examples of coaching to address potentially problematic behaviors.
- Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- Meeting agendas
- Parental rights documents, individual educational plan (IEP) communications
- School climate survey
- Student and faculty handbook

**Reflective Questions:**

1) What evidence do you have that demonstrates your professionalism and ethical behavior?
2) How have you intentionally promoted or emphasized ethics and professional norms among your school leadership team?
3) How have you deepened your own understanding and learning related to your professional practice?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 1c | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 1c) Produces consistent collaboration with the community to address barriers that impact the academic success and well-being of students, the school, families, and the local community.<br><br>Serves as a model for other administrators and/or leads professional learning in this area. | 1c) In order to address the academic success and well-being of students, schools, families, and the local community:<br><br>Identifies and recognizes barriers and their impact.<br><br>Accepts accountability and responsibility for all student learning. | 1c) In order to address the academic success and well-being of students, schools, families, and the local community, it does not incorporate both of the following:<br><br>Identifies and recognizes barriers and their impact.<br><br>Accepts accountability and responsibility for all student learning. | 1c) Fails to address the academic success and well-being of students, school, families, and the local community:<br><br>Identifies and recognizes barriers and their impact.<br><br>Accepts accountability and responsibility for all student learning. |

**Examples of Evidence:**

- Examples of impartial distribution of resources
- Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- Meeting agendas
- Parental rights documents, individual educational plan (IEP) communications
- School climate survey

**Reflective Questions:**

1) What evidence do you have that demonstrates your professionalism and ethical behavior?
2) How have you intentionally promoted or emphasized ethics and professional norms among your school leadership team?
3) How have you deepened your own understanding and learning related to your professional practice?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 1d | **Professional and Ethical Norms**<br>***Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*** |
|---|---|

***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 this rule.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 1d) Serves as a model for other administrators and/or leads professional learning in this area. | 1d) 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 these standards. | 1d) Has one or more minor lapses in acting ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and/or all other aspects of leadership set forth in these standards. | 1d) Has a repeated pattern of failing to act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and/or all other aspects of leadership set forth in these standards. |

**Examples of Evidence:**

- Examples of coaching to address potentially problematic behaviors.
- Examples of impartial distribution of resources
- Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- School climate survey

**Reflective Questions:**

1) What evidence do you have that demonstrates your professionalism and ethical behavior?
2) How have you intentionally promoted or emphasized ethics and professional norms among your school leadership team?
3) How have you deepened your own understanding and learning related to your professional practice?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 2a | **Vision and Mission**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2a) Produces clear, convincing evidence that demonstrates a consistent understanding of district and state priorities and how their school vision and mission are aligned.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 2a) Collaborates with district and school leaders in the alignment of the school vision and mission with **all** of the following:<br>• District initiatives;<br>• State Board of Education priorities; and<br>• Current educational policies (district, state, federal). | 2a) Does not collaborate with district and school leaders in the alignment of the school vision and mission with **one or two** of the following:<br>• District initiatives;<br>• State Board of Education priorities; and<br>• Current educational policies (district, state, federal). | 2a) Fails to have a vision and mission-aligned to **any** of the following:<br>• District initiatives;<br>• State Board of Education priorities; and<br>• Current educational policies (district, state, federal). |

**Examples of Evidence:**

- Posted mission, vision, and core values.
- Meeting Agenda of Collaborative Meeting with Stakeholders

**Reflective Questions:**

1) What practices or strategies have you implemented to communicate and develop a shared understanding of the school's vision and mission?
2) In what ways has the school vision and mission been aligned with district and state priorities?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?
4) How do I collaborate with district and school leaders to ensure our school vision and mission align with district initiatives?
5) In what ways do I work with district and school leaders to align our school vision and mission with State Board of Education priorities?
6) How can I collaborate with district and school leaders to align our school vision and mission with current educational policies at the district, state, and federal levels?

| 2b | **Vision and Mission**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2b) Produces clear, convincing evidence that demonstrates a consistent understanding and use of academic data to promote the proficiency and growth of all students.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 2b) Collaborates with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students. | 2b) Collaborates with members of the school, but not the larger community, using academic data to develop and promote a vision and mission focused on successful learning and the academic development of all students. | 2b) Fails to collaborate with members of the school and community using academic data to develop and promote a vision and mission. |

**Examples of Evidence:**

- Communication of priorities and initiatives with all stakeholders
- Master Schedule
- Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes.
- Posted mission, vision, and core values.

**Reflective Questions:**

1) What practices or strategies have you implemented to communicate and develop a shared understanding of the school's vision and mission?
2) How have you used the school vision and mission to drive your decision-making?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?
4) How do I collaborate with school and community members to analyze academic data effectively in shaping our school's vision for successful learning?
5) In what ways do these collaborations help promote academic development among all students?
6) How do I engage school and community stakeholders in understanding and supporting our vision for academic success through data-driven discussions and initiatives?

| 2c | **Vision and Mission**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2c) Produces clear, convincing evidence that demonstrates consistent collaboration to develop and/or implement the shared educational vision, mission, and core values for the school.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 2c) Develops, implements, and/or models a shared educational vision, mission, and core values through collaboration within the school community to promote the academic success and well-being of all students. | 2c) Develops, implements, and/or models a shared educational vision, mission, and core values through collaboration within the school community that promotes the academic success and well-being of some but not all students. | 2c) Fails 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 students. |

**Examples of Evidence:**

- Academic achievement, including progress monitoring data.
- Communication of priorities and initiatives with all stakeholders
- Instructional assignments
- Master Schedule
- Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes.
- Posted mission, vision, and core values.

**Reflective Questions:**

1) What practices or strategies have you implemented to communicate and develop a shared understanding of the school's vision and mission?
2) How has a shared understanding of the school vision and mission among staff members and the larger school community been built?
3) In what ways is the school mission and vision aligned to the needs of the school community?
4) How have stakeholders been engaged in the development, evaluation, and continuous refinement of a shared vision, mission, and values?
5) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 2d | **Vision and Mission**<br>***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.*** |
|---|---|

Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2d) Produces clear, convincing evidence of consistency in the strategic development, implementation, evaluation, and improvement of systems to achieve the vision and mission of the school.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 2d) Strategically develops and implements systems to achieve the vision and mission of the school – reflecting and adjusting when applicable. | 2d) Has not strategically developed or implemented systems fully to achieve the school's vision and mission OR does not reflect and adjust the school's vision and mission. | 2d) Fails to develop and implement systems to achieve the vision and mission of the school. |

**Examples of Evidence:**

- Academic achievement, including progress monitoring data.
- Communication of priorities and initiatives with all stakeholders
- Instructional assignments
- Master Schedule
- School climate survey
- School Budget

**Reflective Questions:**

1) What practices or strategies have you implemented to transmit and understand the school's vision and mission?
2) How have you used the school vision and mission to drive your decision-making?
3) How has a shared understanding of the school vision and mission among staff members and the larger school community been built?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 2e | **Vision and Mission**<br>***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.*** |
|---|---|

***Recognize individuals for contributions toward the school's vision and mission.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 2e) Produces clear, convincing evidence of a system that consistently recognizes individuals' contributions aligned to the school's vision and mission.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 2e) Regularly recognizes individuals for contributions toward the school's vision and mission. | 2e) Inconsistently recognizes individuals for contributions toward the school mission and vision. | 2e) Inconsistently recognizes individuals for contributions toward the school mission and vision. |

**Examples of Evidence:**

- Appreciation week(s) plans for all staff
- School climate survey
- Systems of recognition aligned to mission, vision, and core values.
- Updates and recognitions provided during parent/student organization meetings and events.

**Reflective Questions:**

1) What practices or strategies have you implemented to communicate and develop a shared understanding of the school's vision and mission?
2) How has a shared understanding of the school vision and mission among staff members and the larger school community been built?
3) What system of recognition have you used to acknowledge contributions toward the realization of the school vision and mission?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3a | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision-making, and accounting practices.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3a) Produces clear, convincing evidence of consistently and proactively managing school fiscal resources in ways that promote student success.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3a) Manages the school's fiscal resources in a responsible and ethical manner by effectively engaging in:<br>• Budgeting;<br>• Decision-making; and<br>• Accounting practices. | 3a) Has not managed the school's fiscal resources in a responsible and ethical manner effectively in one or more of the following:<br>• Budgeting;<br>• Decision-making; and<br>• Accounting practices. | 3a) Fails to manage the school's fiscal resources in a responsible and ethical manner by effectively engaging in any of the following:<br>• Budgeting;<br>• Decision-making; and<br>• Accounting practices. |

**Examples of Evidence:**

- School audit findings
- School financial information/budget
- School improvement plan budget
- School protocols for accessing resources (staffing plan/sub-budget)
- Spending plans
- Year-to-date budget

**Reflective Questions:**

1) What actions have you taken to maximize available resources?
2) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
3) How have you delineated, published, and communicated budgeting expectations?
4) How have you responded when expenditures exceeded the budget, and how did you adjust practices moving forward?
5) What systems have been implemented to ensure all fund sources are accurately maintained and accounted for and all policies are followed to ensure accountability?
6) In what ways have fiscal policies and decision-making processes prioritized student achievement and well-being?
7) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3b | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3b) Produces clear, convincing evidence of student achievement as a result of consistent staffing and scheduling that is aligned with student learning needs.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3b) Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs. | 3b) Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address some but not all students' learning needs. | 3b) Manages scheduling and resources by assigning instructional personnel to roles and responsibilities that fail to optimize their professional capacity and do not address students' learning needs. |

**Examples of Evidence:**

- Coaching cycle documentation
- Lesson plans and observation data
- Master Schedule
- School improvement plan

**Reflective Questions:**

1) What actions have you taken as a school leader to maximize available resources?
2) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
3) How have you delineated, published, and communicated budgeting expectations?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3c | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3c) Produces clear, convincing evidence of a system that consistently organizes time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3c) Consistently organizes time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning. | 3c) Inconsistently organizes time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning. | 3c) Does not organize time, tasks, and projects effectively to protect and optimize all personnel productivity and student learning. |

**Examples of Evidence:**

- Annual event/meeting calendar
- Master Schedule
- School improvement plan
- School protocols for accessing resources.
- Coaching cycle documentation
- Duty Schedules
- School Personnel schedule
- Testing Calendar
- MTSS Procedures
- Professional Development Calendar
- Meeting agendas or action plans

**Reflective Questions:**

1) What actions have you taken as a school leader to maximize available resources?
2) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
3) How have you delineated, published, and communicated budgeting expectations?
4) In what ways have fiscal policies and decision-making processes prioritized student achievement and well-being?
5) How was the master schedule designed to maximize teacher practice and student outcomes?
6) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3d | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3d) Produces clear, convincing evidence of consistently utilizing multiple data points and systems to deliver actionable information that improves the quality and efficiency of operations and management including school safety, climate, and student learning.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3d) Utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management including:<br>• School safety;<br>• School climate; and<br>• Student learning. | 3d) Has not fully utilized data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management including:<br>• School safety;<br>• School climate; and<br>Student learning. | 3d) Fails 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. |

**Examples of Evidence:**

- Chronic absenteeism data
- Communications with stakeholders
- Evidence from Office of Safe Schools visits
- Master Schedule
- School audit findings
- School climate survey
- School discipline and suspension data
- School Environmental Safety Incident Reporting (SESIR) data
- School financial information
- School protocols for accessing resources.
- School safety plan
- Spending plans
- Year-to-date budget

**Reflective Questions:**

1) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
2) How have you delineated, published, and communicated budgeting expectations?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3e | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3e) Produces clear, convincing evidence of consistently and proactively:<br>• Building relationships with all stakeholders to minimize conflicts;<br>• Communicating with school and district leaders regarding potential conflicts; and<br>• Following district policies and procedures concerning communication.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3e) Utilizes and coaches best practices in conflict resolution, constructive conversations, and management related to school needs for all stakeholders and consistently communicates outcomes with school and district leaders. | 3e) Inconsistently utilizes or coaches best practices in conflict resolution, constructive conversations, and management related to school needs for all stakeholders and/or inconsistently communicates outcomes with school and district leaders. | 3e) Fails to utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and/or fails to communicate outcomes with school and district leaders. |

**Examples of Evidence:**

- Communications with stakeholders (Faculty, Team, and Parent Meetings)
- Professional Development Opportunities
- School climate survey
- School improvement plan
- Coaching cycle documentation

**Reflective Questions:**

1) What systems have been put in place to manage conflicts among stakeholders related to school operations, management, and safety?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3f | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3f) Produces clear, convincing evidence of:<br>• Systems in place to ensure the school community is consistently and proactively informed of updates to local, state, and federal laws and regulations; and<br>• Modeling best practices to promote the safety, success, and well-being of all stakeholders.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3f) Informs the school community of:<br>• Current local, state, and federal laws and regulations; and<br>Best practices to promote the safety, success, and well-being of all students and adults. | 3f) Has not fully informed the school community of one or more of the following areas:<br>• Current local, state, and federal laws and regulations; and<br>Best practices to promote the safety, success, and well-being of all students and adults. | 3f) Fails to inform the school community of:<br>• Current local, state, and federal laws and regulations; and<br>Best practices to promote the safety, success, and well-being of all students and adults. |

**Examples of Evidence:**

- Communications with stakeholders (Open House)
- Evidence from Office of Safe Schools visits
- Meeting agendas with deliverables and action plans
- School climate survey
- School Environmental Safety Incident Reporting (SESIR) data
- School improvement plan
- School safety plan (Active Assailant Training)

**Reflective Questions:**

1) To what extent have you made leadership team members, faculty members, and staff aware of budgeting expectations?
2) How have you delineated, published, and communicated budgeting expectations?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3g | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3e) Produces clear, convincing evidence of consistent, collaborative planning with feeder and connecting schools to improve academic success.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3e) Develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. | 3e) Has not fully developed and/or maintained effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. | 3e) Fails to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. |

**Examples of Evidence:**

- Articulation Meetings (ESE/ELL)
- Curriculum Nights
- Course Registration meetings
- Vertical Team Meeting agendas
- CTE Pathways
- Feeder pattern articulation meetings

**Reflective Questions:**

1) How have you maintained effective relationships with your feeder and connecting schools?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3h | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

***Develop and maintain effective relationships with the district office and governing board.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3h) Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3h) Develops and maintains effective relationships with the district office and governing board. | 3h) Has not fully developed and maintained effective relationships with the district office and governing board. | 3h) Fails to develop and maintain effective relationships with the district office and governing board. |

**Examples of Evidence:**

- Board presentations made by the principal.
- Communications between the principal and the district office or governing board
- Monthly administrative meetings and agendas
- District committee meetings and agenda

**Reflective Questions:**

1) How have effective relationships been maintained with the district office and/or governing board?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3i | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and the community are safe.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3i) Produces clear, convincing evidence of ensuring consistently and proactively a culture of school safety for all stakeholders.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3i) Creates and maintains systems and structures that promote school security to ensure that students, school personnel, families, and community are safe on campus. | 3i) Has not fully created and maintained systems and structures that promote school security to ensure the safety of students, school personnel, families, and the campus community. | 3i) Fails to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe on campus. |

**Examples of Evidence:**

- Meeting agendas with deliverables and action plans
- Emergency drill documentation
- Evidence from Office of Safe Schools visits
- School Environmental Safety Incident Reporting (SESIR) data
- Discipline data.
- School improvement plan
- School safety plan

**Reflective Questions:**

1) What are the systems and structures for ensuring and maintaining school safety in compliance with law and rules?
2) What specific processes exist to evaluate and improve specific safety concerns within the school?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3j | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3j) Produces clear, convincing evidence of consistent communication and personnel training to ensure compliance with Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3j) Ensures compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. | 3j) Has not fully addressed demonstrated gaps in compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C. | 3j) Fails 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. |

**Examples of Evidence:**

- Spending plans
- Emergency drill documentation (active assailant training)
- Evidence from Office of Safe Schools visits
- Meeting agendas with deliverables and action plans
- School Environmental Safety Incident Reporting (SESIR) data
- School improvement plan
- School safety plan
- School FTE
- Teacher Evaluations
- Student Discipline

**Reflective Questions:**

1) What are the systems and structures for ensuring and maintaining school safety in compliance with law and rules?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3k | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3k) Produces clear, convincing evidence of consistently and proactively evaluating safety and security concerns and communicates with the district to strengthen safety at the school site.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3k) Consistently utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment. | 3k) Inconsistently uses a continuous improvement model to evaluate specific concerns for safety and security within the school environment. | 3k) Fails to utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment. |

**Examples of Evidence:**

- Communications with stakeholders
- Evidence from Office of Safe Schools visits
- Meeting agendas with deliverables and action plans
- School climate survey
- School Environmental Safety Incident Reporting (SESIR) data
- School safety plan and documentation
- School Opening Checklist

**Reflective Questions:**

1) What specific processes exist to evaluate and improve specific safety concerns within the school?
2) How have stakeholders been involved in the continuous improvement of the safety and security of your school site?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 3l | **School Operations, Management, and Safety**<br>***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.*** |
|---|---|

***Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3l) Produces clear, convincing evidence of consistent, collaborative efforts that have successfully reduced chronic absenteeism and out-of-school suspensions.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 3l) Consistently collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. | 3l) Inconsistently collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. | 3l) Fails to collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. |

**Examples of Evidence:**

- Chronic absenteeism data
- Intervention and enrichment plans
- Meeting agendas with deliverables and action plans (MTSS meeting agenda, etc.)
- School discipline and suspension data
- School improvement plan
- Discipline data.

**Reflective Questions:**

1) What systems or supports have been designed and implemented in partnership with district and school leaders to address chronic absenteeism?
2) What systems or supports have been designed and implemented in partnership with district and school leaders to reduce out-of-school suspensions?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 4a | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4a) Produces clear, convincing evidence of consistently creating and maintaining a school climate and culture of high expectations and involves families and the local community in fostering high expectations.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 4a) Creates and maintains a school climate and culture of high expectations. | 4a) Has not fully created and maintained a school climate and culture of high expectations. | 4a) Fails to 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. |

**Examples of Evidence:**

- Documentation of the process for creating the school improvement plan (e.g., timelines, data, team members)
- SAC Agendas
- Faculty Meeting Agendas
- School Climate Surveys
- PLC Meetings/ Common Planning
- PBIS
- Data Chats/ Data Review with PST
- School improvement plan
- Student achievement data

**Reflective Questions:**

1) What steps have you taken to enable continuous improvement to promote the academic success and well-being of all students? What has been the impact of your actions?
2) How have you supported teachers' conversations about student growth and well-being?
3) How have instructional leaders and leadership teams established and supported a school culture of high expectations throughout the school?
4) In what ways have high expectations for the academic growth and well-being of all students been embraced and implemented by school personnel?
5) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 4b | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

Monitor and ensure the school's learning goals and classroom instruction are aligned with the state's student academic standards and the district's adopted curricula and K-12 reading plan.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4b) Produces clear, convincing evidence of consistent implementation of the State's student academic standards, the district's adopted curricula, and K-12 reading plan through demonstrated student performance results tied to these benchmarks.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 4b) Consistently ensures alignment of the school's learning goals and classroom instruction to all of the following:<br>• The state's student academic standards;<br>• The district's adopted curricula; and<br>The district's K-12 reading plan. | 4b) Inconsistently ensures alignment of the school's learning goals and classroom instruction to one or two of the following:<br>• The state's student academic standards;<br>• The district's adopted curricula; and<br>The district's K-12 reading plan. | 4b) Fails to 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. |

**Examples of Evidence:**

- Analyses of student data
- Curriculum alignment maps
- Data chats/reflection
- Documentation of the process for creating the school improvement plan (e.g., timelines, data, team members) Master Schedule
- Multi-tiered system of support (MTSS)/response to intervention (RTi) plan
- Progress monitoring tool(s)
- School improvement plan
- Student academic improvement plans
- Student achievement data
- PLC Meetings
- Classroom Walkthroughs
- Lesson Plan Reviews/ Feedback Provided

**Reflective Questions:**

1) What steps have you taken to enable continuous improvement to promote the academic success and well-being of all students? What has been the impact of your actions?
2) How have you supported teachers' conversations about student growth and well-being?
3) How did you ensure alignment exists between classroom instruction and the state's academic standards?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 4c | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4c) Produces clear, convincing evidence of providing consistent and meaningful professional learning to staff that enables interventions, accelerations, and enrichment, meeting student needs through reflection, coaching, and evaluation.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 4c) Develops a structure that enables school personnel to:<br>• Work as an effective and coordinated system; and<br>• Focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs. | 4c) Has not fully developed a structure that enables school personnel to:<br>• Work as an effective and coordinated system; and<br>• Focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs. | 4c) Fails to have a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs. |

**Examples of Evidence:**

- Professional learning and/or coaching for instructional leaders and teachers.
- Training opportunities in data analysis
- Documentation of the process for creating the school improvement plan (e.g., timelines, data, team members) School improvement plan
- Student achievement data
- Multi-tiered system of support (MTSS)/response to intervention (RTi) plan
- Training opportunities in data analysis
- PLC Meetings

**Reflective Questions:**

1) What steps have you taken to enable continuous improvement to promote the academic success and well-being of all students? What has been the impact of your actions?
2) How have you supported teachers' conversations about student growth and well-being?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 4d | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4d) Produces clear, convincing, consistent evidence of increased student learning and/or gap closure.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 4d) Addresses student learning opportunities and achievement gaps through:<br>• Promoting the effective use of data analysis with school personnel for all student subgroups and<br>• Providing coaching to improve student learning and minimize or eliminate achievement gaps. | 4d) Has not fully addressed student learning opportunity and achievement gaps by not successfully one or both of the following:<br>• Promoting the effective use of data analysis with school personnel for all student subgroups and<br>• Providing coaching to improve student learning and minimize or eliminate achievement gaps. | 4d) Fails to 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. |

**Examples of Evidence:**

- Analyses of student data
- Classroom walkthrough notes
- Collaborative planning schedule and outcome
- Data chats/reflection
- Multi-tiered system of support (MTSS)/response to intervention (RTi) plan
- School improvement plan
- Student achievement data
- Written feedback to teachers
- Progress monitoring data tool(s)

**Reflective Questions:**

1) What steps have you taken to enable continuous improvement to promote the academic success and well-being of all students? What has been the impact of your actions?
2) How have you supported teachers' conversations about student growth and well-being?
3) How did you ensure alignment exists between classroom instruction and the state's academic standards?
4) What systems are in place that demonstrate fidelity to the MTSS and RTi processes?
5) How is the use of data analysis to drive student learning and address achievement gaps promoted?
6) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 4e | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4e) Produces clear, convincing, and consistent evidence of student growth by building a system to leverage a variety of data that encourages student and teacher collaboration for improvement.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 4e) Monitors student progress 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. to ensure all students demonstrate learning growth. | 4e) Inconsistently implements progress monitoring systems, leading to varied student learning growth as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S. | 4e) Fails to implement progress monitoring systems that ensure all students demonstrate learning growth as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S. |

**Examples of Evidence:**

- Analyses of student data
- Collaborative planning schedule and outcome
- Data chats/reflection
- Multi-tiered system of support (MTSS)/response to intervention (RTi) plan
- Professional learning and/or coaching for instructional leaders and teachers.
- Progress monitoring tool(s)
- Student achievement data
- Training opportunities in data analysis
- School improvement plan

**Reflective Questions:**

1) How have you supported teachers' conversations about student growth and well-being?
2) How did you ensure alignment exists between classroom instruction and the state's academic standards?
3) How have you ensured all students demonstrated learning growth on local, statewide, or other applicable assessments?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 4f | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4f) Produces clear, convincing evidence of consistently and proactively managing uncertainty, risk, competing initiatives, and the dynamics of change.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 4f) Manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement and openly communicating the need for, process for, and outcomes of improvement efforts. | 4f) Inconsistently manages uncertainty, risk, competing initiatives, and the dynamics of change by providing limited support and encouragement and communicating the need for, process for, and outcomes of improvement efforts. | 4f) Does not manage uncertainty, risk, competing initiatives, and the dynamics of change and/or does not openly communicate the need for, process for, and outcomes of improvement efforts. |

**Examples of Evidence:**

- Analyses of student data
- Documentation of the process for creating the school improvement plan (e.g., timelines, data, team members)
- School climate survey
- School improvement plan
- Communications

**Reflective Questions:**

1) Share an example of a time when you managed uncertainty, risk, change, and/or competing initiatives to keep focused on student growth, well-being, and school improvement.
2) What systems/processes are used to proactively anticipate and manage uncertainty, risk, change, and/or competing initiatives?
3) What systems/processes exist to revisit, assess, and make necessary adjustments to improvement plan efforts?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 4g | **Student Learning and Continuous School Improvement**<br>***Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 4g) Produces clear, convincing evidence of the consistent implementation of a system to provide meaningful feedback and evaluation of the Florida Educator Accomplished Practices (FEAP) in a timely manner to stay in compliance with Rule 6A-5.065, F.A. and improve instruction.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 4g) Ensures and monitors the implementation of the FEAP as described in Rule 6A-5.065, F.A.C., by all instructional personnel. | 4g) Inconsistently monitors the implementation of the FEAP as described in Rule 6A-5.065, F.A.C., by all instructional personnel. | 4g) Fails to ensure and monitor the implementation of the FEAP as described in Rule 6A-5.065, F.A.C., by all instructional personnel. |

**Examples of Evidence:**

- Classroom walkthrough notes
- Data chats/reflection
- Instructional practice observation data
- Professional learning and/or coaching for instructional leaders and teachers.
- Teacher evaluation data
- Written feedback to teachers
- Beginning Teacher Support Documentation
- Beginning Teacher Support Documentation

**Reflective Questions:**

1) What steps have you taken to enable continuous improvement to promote the academic success and well-being of all students? What has been the impact of your actions?
2) How have instructional practices been monitored to ensure educators are correctly implementing the FEAP?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 5a | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
|---|---|

Develop and maintain routines and procedures that foster a safe, respectful, student-centered learning environment.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 5a) Produces clear, convincing evidence of consistent collaboration with students, personnel, and families to develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 5a) Develops and maintains routines and procedures that foster a safe, respectful, student-centered learning environment. | 5a) Has demonstrated gaps in developing and maintaining routines that foster a safe, respectful, and student-centered learning environment. | 5a) Fails to develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment. |

**Examples of Evidence:**

- Schol climate data
- School counselors providing classroom lessons on well-being.
- Schoolwide processes and procedures (Bell Schedule, Duty Roster / Schedule, etc.)
- Student and faculty handbook
- The work of professional learning communities
- PBIS implementation plan
- Classroom Observations

**Reflective Questions:**

1) What routines and procedures have been implemented to ensure a safe, respectful, and student-centered learning environment?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 5b | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 5b) Produces clear, convincing evidence of consistently and proactively involving students, personnel, and families in the development and implementation of a comprehensive system that establishes a culture for learning.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 5b) Cultivates and protects a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. | 5b) Has a comprehensive system of policies and procedures to address student misconduct but implemented inconsistently. | 5b) Fails to 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. |

**Examples of Evidence:**

- School Discipline Plan / Matrix
- PBIS implementation plan
- MTSS documentation of intervention for behavioral issues
- Behavior data analysis
- Analyses of student data, including student discipline data
- School climate data
- School counselors providing classroom lessons on well-being.
- Schoolwide processes and procedures
- Student and faculty handbook
- The work of professional learning communities

**Reflective Questions:**

1) How have students, personnel, and families been involved in the development and implementation of a comprehensive system that establishes a culture for learning? What policies and procedures have been implemented that address student misconduct and the impartial, unbiased assignment of student disciplinary actions?
2) What are the ways in which various community and school resources are utilized to support the academic success and well-being of students?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 5c | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 5c) Produces clear, convincing evidence of consistently improving teachers' practice following the delivery of timely, actionable, and ongoing formative feedback and subsequent coaching.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 5c) Delivers timely, actionable, and ongoing formative feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. | 5c) Inconsistently delivers actionable and ongoing formative feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills. | 5c) Fails to 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. |

**Examples of Evidence:**

- Analyses of student data, including student discipline data
- Coaching plans/cycle
- Data chats/reflection
- School climate data
- Schoolwide processes and procedures
- Student progress monitoring data
- The work of professional learning communities
- Teacher Evaluations – Pre / Post conferences
- Collaborative / Standards driven PLC.
- Professional Learning opportunities on standards and instructional best practices
- Teacher Lesson Plans
- Classroom Assessments

**Reflective Questions:**

1) How have you supported the development and continuous improvement of instructional personnel's knowledge, skills, and dispositions?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 5d | **Learning Environment**<br>***Effective educational leaders cultivate a caring, rigorous, and supportive school environment that promotes the academic success and well-being of all students.*** |
|---|---|

Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 5d) Produces clear, convincing evidence of consistent prioritization of the master schedule and resources to ensure opportunities for instructional personnel to recognize, understand, and collaborate to respond to student needs to minimize or eliminate achievement gaps.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 5d) Provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. | 5d) Inconsistently provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. | 5d) Does not provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. |

**Examples of Evidence:**

- Analyses of student data, including student discipline data
- Coaching plans/cycle
- Data chats/reflection
- MTSS Tier 2 & 3 interventions
- PLC / Improvement Cycle
- Collaborative Planning
- Problem Solving Sessions
- School climate data
- School counselors providing classroom lessons on well-being.
- Schoolwide processes and procedures
- Student progress monitoring data
- The work of professional learning communities
- Training opportunities in data analysis
- Walkthrough notes

**Reflective Questions:**

1) What systems have been developed and implemented as a staff to analyze student data and address achievement and opportunity gaps?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6a | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6a) Produces clear, convincing evidence of consistent collaboration with stakeholders in order to recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the capacity to promote literacy achievement and the academic success of all students.<br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6a) Recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students. | 6a) Inconsistently recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students. | 6a) Fails to 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. |

**Examples of Evidence:**

- Exit survey data.
- Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
- Retention rates
- Staff turnover data
- Teacher climate data
- Vacancy rates
- Evidence of recruitment efforts; data as to the efficacy of recruitment efforts
- Evidence of Stakeholder Collaboration
- SAC Agendas & minutes address climate, achievement, or teacher recruitment & retention
- Climate survey data

**Reflective Questions:**

1) What strategies have been employed to meet the learning needs of your faculty, from novice to veteran to expert?
2) What strategies have been utilized to recruit and retain quality teachers?
3) What data has been gathered regarding why teachers choose to stay or leave your faculty?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6b | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

***Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6b) Produces clear, convincing evidence of continual improvement of personal practice because of attending to and engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6b) Attends to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. | 6b) Inconsistently attends to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. | 6b) Fails to attend to their own personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. |

**Examples of Evidence:**

- Individual professional learning plans
- Master Schedule
- Teacher climate data

**Reflective Questions:**

1) What is the process for developing and maintaining a schoolwide professional learning plan?
2) What strategies have you employed to meet your needs for continuous learning, development, and improvement of your professional practice?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6c | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6c) Proactively engages staff in the consistent identification of instructional personnel needs, including:<br>• Standards-aligned content;<br>• Evidence-based pedagogy;<br>• Use of instructional technology; and<br>• Data analysis for instructional planning and improvement.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6c) Identifies instructional personnel needs, including:<br>• Standards-aligned content;<br>• Evidence-based pedagogy;<br>• Use of instructional technology; and<br>• Data analysis for instructional planning and improvement. | 6c) Inconsistently identifies instructional personnel needs using some or all of the following:<br>• Standards-aligned content;<br>• Evidence-based pedagogy;<br>• Use of instructional technology; and<br>• Data analysis for instructional planning and improvement. | 6c) Fails to identify instructional personnel needs, including:<br>• Standards-aligned content;<br>• Evidence-based pedagogy;<br>• Use of instructional technology; and<br>• Data analysis for instructional planning and improvement. |

**Examples of Evidence:**

- Classroom walkthrough data
- Communication/feedback
- Content-specific teacher data
- Data-driven professional learning opportunities
- Student data (e.g., achievement, MTSS, RTi, discipline, attendance)
- Teacher evaluation data
- Teacher Deliberate Practice Plan
- Progress monitoring data analysis and action plan
- Data-driving professional learning opportunities
- School Improvement Plan

**Reflective Questions:**

1) What strategies have been employed to meet the learning needs of your faculty, from novice to veteran to expert?
2) How have you identified your staff's professional learning needs? How do you know?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6d | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

Develop a school-wide professional learning plan based on the needs of instructional personnel and students and revise elements of the plan as needed.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6d) Produces clear, convincing evidence of consistent engagement of school personnel in the development and continuous refinement of a schoolwide professional learning plan based on the needs of instructional personnel and students aligned with school and district priorities.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6d) Develops a schoolwide professional learning plan based on the needs of instructional personnel and students and revises plan elements as needed. | 6d) Develops a schoolwide professional learning plan misaligned to the needs of instructional personnel and students and/or does not revise plan elements as needed. | 6d) Fails to develop a schoolwide professional learning plan based on the needs of instructional personnel and students. |

**Examples of Evidence:**

- Collaborative planning schedule and outcome
- Data-driven professional learning opportunities
- School professional learning plan
- Student data (e.g., achievement, MTSS, RTi, discipline, attendance)
- School professional development plan
- Teacher & staff participation in professional learning
- PD plan reflection and revision

**Reflective Questions:**

1) What strategies have been employed to meet the learning needs of your faculty, from novice to veteran to expert?
2) What is the process for developing and maintaining a schoolwide professional learning plan?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6e | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

Develop school personnel's professional knowledge and skills by providing access to differentiated need-based opportunities for growth guided by an understanding of professional and adult learning strategies.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6e) Produces clear, convincing evidence of continual improvement of educator practice after engaging in differentiated, need-based opportunities for growth guided by an understanding of professional and adult learning strategies.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6e) Develops school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by an understanding of professional and adult learning strategies. | 6e) Develops some of the school personnel's professional knowledge and skills, or provides inconsistent access to differentiated, need-based opportunities for growth. | 6e) Fails to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by an understanding of professional and adult learning strategies. |

**Examples of Evidence:**

- Content-specific teacher data
- Data-driven professional learning opportunities
- Individual professional learning plans
- Schedules for PD – common planning, PLCs, collaborative work, etc.

**Reflective Questions:**

1) What strategies have been employed to meet the learning needs of your faculty, from novice to veteran to expert?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6f | **Recruitment and Professional Learning for Assistant/Dean Principal Evaluation**<br>***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.*** |
|---|---|

Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6f) Produces clear, convincing evidence of consistent engagement of school personnel in the monitoring and evaluation of professional learning linked to district- and school-level goals to foster continuous improvement.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6f) Monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement. | 6f) Inconsistently monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement. | 6f) Fails to monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement. |

**Examples of Evidence:**

- Documentation of personal attendance/participation in professional learning/continuing education
- Evidence of participation in district/state learning opportunities
- Collaborative planning schedule and outcome

**Reflective Questions:**

1) How has the impact of professional learning on student outcomes been evaluated, and how has that information been used to adjust professional learning plans?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6g | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

Monitor and evaluate professional practice and provide timely, actionable, and ongoing feedback to assistant principals, deans, and instructional personnel that fosters continuous improvement.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6g) Produces clear, convincing evidence of a system that consistently monitors and evaluates instructional personnel and assistant principals/deans utilizing meaningful feedback related to professional practice.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6g) Fosters continuous improvement by:<br>• Monitoring and evaluating the professional practice of instructional personnel and assistant principals/deans; and<br>Providing timely, actionable, and ongoing evaluative feedback to assistant principals/deans and instructional personnel. | 6g) Inconsistently fosters continuous improvement by not fully:<br>• Monitoring and evaluating the professional practice of instructional personnel and assistant principals/deans; and<br>Providing timely, actionable, and ongoing evaluative feedback to assistant principals/deans and instructional personnel. | 6g) Fails to foster continuous improvement by:<br>• Monitoring and evaluating the professional practice of instructional personnel and assistant principals/deans; and<br>Providing timely, actionable, and ongoing evaluative feedback to assistant principals/deans and instructional personnel. |

**Examples of Evidence:**

- Classroom walkthrough data
- Communication/feedback
- Content-specific teacher data
- Teacher evaluation data
- Evaluation plan for all instructional staff (What's your plan for completing all evaluations within the timeframe?)
- Evaluation completion status based on district Schedule of Observations
- Analysis of teacher evaluation data & action items
- Communication feedback for APs and teachers

**Reflective Questions:**

1) What systems have you used to monitor and evaluate instructional practice and provide teacher feedback?
2) What systems have you used to monitor and evaluate professional practice and provide feedback to your assistant principal/dean/instructional leadership team?
3) How have you provided specific feedback to teachers to improve their proficiency in meeting the FEAP?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6h | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

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.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6h) Produces clear, convincing evidence of a culture of consistent collaboration that includes all stakeholders to be accountable for the shared educational vision, mission, and core values of the school.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6h) Establishes and sustains a culture of collaboration through professional learning by:<br>• Providing time and resources; and<br>Fostering commitment and mutual accountability to the shared educational vision, mission, and core values of the school. | 6h) Provides professional learning on the educational vision, mission, and core values of the school, but does not foster a community of mutual accountability. | 6h) Does not establish and sustain a culture of collaboration through professional learning by:<br>• Providing time and resources; and<br>Fostering commitment and mutual accountability to the shared educational vision, mission, and core values of the school. |

**Examples of Evidence:**

- Collaborative planning schedule and outcome
- Communication/feedback for
- Master Schedule
- Student data (e.g., achievement, MTSS, RTi, discipline, attendance)
- Staff agendas that include culture and collaboration opportunities
- Schedules and agendas for collaboration and/or PD events
- Culture plan
- School budget
- School climate survey data

**Reflective Questions:**

1) What strategies have been utilized to provide the necessary time and resources for educators to collaborate and hold one another accountable for meeting the vision, mission, and core values of the school?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 6i | **Recruitment and Professional Learning for Assistant Principal/Dean Evaluation**<br>***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.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 6i) Produces clear, convincing evidence of creating and implementing a system of consistent proactive planning and continuous improvement of professional learning tightly aligned to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 6i) Adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by consistently engaging in:<br>• Planning and implementing professional learning;<br>• Monitoring change in professional practice; and<br>Evaluating professional learning impact on student outcomes. | 6i) Inconsistently adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by not engaging in one of more of the following:<br>• Planning and implementing professional learning;<br>• Monitoring change in professional practice; and<br>Evaluating professional learning impact on student outcomes. | 6i) Fails to adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., by not:<br>• Planning and implementing professional learning;<br>• Monitoring change in professional practice; and<br>Evaluating professional learning impact on student outcomes. |

**Examples of Evidence:**

- Content-specific teacher data
- Data-driven professional learning opportunities
- Documentation of personal attendance/participation in professional learning/continuing education
- Individual professional learning plans
- School professional learning plan
- Student data (e.g., achievement, MTSS, RTi, discipline, attendance)
- Teacher evaluation data

**Reflective Questions:**

1) What strategies have been employed to meet the learning needs of your faculty, from novice to veteran to expert?
2) How has the impact of professional learning on student outcomes been evaluated, and how has that information been used to adjust professional learning plans?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 7a | **Building Leadership Expertise**<br>***Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*** |
|---|---|

***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.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 7a) Produces clear, convincing evidence of consistent intentional development of open, productive, caring, and trusting working relationships that have a positive impact on improving instructional practice with standards-aligned content.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 7a) Consistently develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. | 7a) Inconsistently develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. | 7a) Fails to 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. |

**Examples of Evidence:**

- SITE/teacher leadership meeting minutes
- Administrator team meetings
- School surveys and feedback
- School culture plan
- Faculty meeting agendas
- Example of meeting agendas demonstrating leadership
- Content-specific teacher data
- Individual professional learning plans
- One-on-one coaching support
- Supporting/providing training or professional learning around leadership/mentorship practices

**Reflective Questions:**

1) What strategies have been employed to foster and sustain a climate of trust, vulnerability and risk-taking in the improvement of instructional practice?
2) How have relationships been built between and among school personnel?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 7b | **Building Leadership Expertise**<br>***Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*** |
|---|---|

Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 7b) Serves as a coach/model for other administrators and/or leads professional learning in this area. | 7b) Cultivates current and potential school leaders and assists with the development of a pipeline of future leaders. | 7b) Identifies potential leaders but lacks consistent procedures to develop a pipeline of future leaders. | 7b) Fails to implement a process to identify potential leaders, resulting in a lack of development of a pipeline of future leaders. |

**Examples of Evidence:**

- Leadership team membership
- Mentoring plans
- Agendas with teacher leaders and APs providing expertise.
- Professional learning around leadership
- One-on-coaching with potential leaders.
- Example of meeting agendas demonstrating leadership
- Individual professional learning plans
- Mentoring and induction plans/program
- One-on-one coaching support
- Supporting/providing training or professional learning around leadership/mentorship practices
- School teacher mentor opportunities
- Succession management plan
- Letters of recommendation for leadership programs and roles

**Reflective Questions:**

1) What systems have been implemented to identify, foster, and cultivate potential school leaders?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 7c | **Building Leadership Expertise**<br>***Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*** |
|---|---|

Develop capacity by delegating tasks to other school leaders and holding them accountable.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 7c) Produces clear, convincing evidence of consistent and proactive robust distributed leadership structure(s) that includes leadership opportunities for teachers and other school personnel.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 7c) Develops capacity by delegating tasks to other school leaders and holding them accountable. | 7c) Seldom or inconsistently attempts to develop capacity by delegating tasks to other school leaders and holding them accountable. | 7c) Fails to develop capacity by delegating tasks to other school leaders and holding them accountable. |

**Examples of Evidence:**

- Meeting agendas
- AP duties and responsibilities
- One-on-one coaching support
- Teacher-led school initiatives
- Project management system
- Coaching plans/cycle
- Example of meeting agendas demonstrating teacher/AP leadership
- Letters of recommendation for leadership programs and roles
- Mentoring and induction plans/program
- One-on-one coaching support

**Reflective Questions:**

1) What systems have been implemented to identify, foster, and cultivate potential school leaders?
2) How have decision-making and leadership been distributed?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 7d | **Building Leadership Expertise**<br>***Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*** |
|---|---|

Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 7d) Produces clear, convincing evidence of consistent and proactive:<br>• Implementation of systems that minimize disruptions caused by staff turnover.<br>• Planning for succession; and<br>• Implementation of effective induction and mentoring for new school personnel.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 7d) Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel. | 7d) Inadequately plans for staff turnover, succession, and induction or mentoring of school personnel. | 7d) Fails to plan for and manage staff turnover, succession, and induction and mentoring of school personnel. |

**Examples of Evidence:**

- Job descriptions for all staff
- Beginning teacher support programs
- Teacher handbook
- Faculty meeting agendas
- One-on-one coaching support
- School teacher mentor opportunities
- Succession management plan
- Teacher attrition data

**Reflective Questions:**

1) How have you managed staff turnover and succession planning?
2) What is the induction program for staff new to the school?
3) What is the process for identifying individuals to serve as mentors?
4) What is the process for identifying who is assigned a mentor?
5) What is the process for determining the efficacy of the mentor relationship?
6) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 8a | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Understand, value, and employ the community's cultural, social, and intellectual context and resources.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8a) Produces clear, convincing evidence of consistent, meaningful engagement with stakeholders focused on the community's cultural, social, and intellectual context and resources.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 8a) Understands, values, and employs the community's cultural, social, and intellectual context and resources. | 8a) Attempts to understand and value the community's cultural, social, and intellectual context but does not utilize community resources. | 8a) Fails to understand, value, and employ the community's cultural, social, and intellectual context and resources. |

**Examples of Evidence:**

- SAC minutes
- PTO minutes
- Family engagement activities
- Climate survey
- Community partnerships
- School-wide events
- Communication and stakeholder engagement plans
- Communication examples (e.g., newsletters, social media, emails)
- Evidence of partnerships with local businesses or service organizations
- Participation in community events (e.g., local festivals and celebrations)
- School event calendar

**Reflective Questions:**

1) What strategies have been utilized to ensure school personnel understand the cultural, social, and intellectual context of the community?
2) How have the communication needs of families and community members been identified and met?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 8b | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8b) Serves as a coach/model for other administrators and/or leads professional learning in this area. | 8b) Models and advocates for respectful communication practices among school leaders, parents, students, and other stakeholders. | 8b) Inconsistently models and advocates for respectful communication practices among school leaders, parents, students, and other stakeholders. | 8b) Fails to model and advocate for respectful communication practices among school leaders, parents, students, and other stakeholders. |

**Examples of Evidence:**

- Communication examples among different stakeholder groups
- Parent communication – e-mails, newsletters, etc.
- School Calendar
- School website
- Social media
- Agendas and minutes from parent/student organization meetings
- Communication and stakeholder engagement plans
- Communication examples (e.g., newsletters, social media, emails)
- Evidence of partnerships with local businesses or service organizations
- School climate survey
- School event calendar

**Reflective Questions:**

1) What systems have been used to foster and solicit feedback and input from parents, families, and other stakeholders?
2) What methods of communication have been utilized with the outside school community? How have the efficacy of those methods been measured?
3) What strategies have been utilized to foster a partnership between the school and the community to strengthen the academic success and well-being of all students?
4) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 8c | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Maintain high visibility and accessibility and actively listen and respond to parents, students, and other stakeholders.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8c) Produces clear, convincing evidence of a consistent schoolwide culture of visibility and accessibility where all administrators and personnel actively listen and respond to parents, students, and other stakeholders in a timely manner.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 8c) Consistently maintains high visibility and accessibility and actively listens and responds to parents, students, and other stakeholders. | 8c) Inconsistently maintains visibility and accessibility and/or inconsistently responds to all stakeholders in a timely manner. | 8c) Has low visibility, is not perceived as accessible, and/or fails to actively listen and respond to parents, students, and other stakeholders |

**Examples of Evidence:**

- Climate survey data
- Participation in school and community events
- School event calendar
- E-mails
- Remind data.
- Agendas and minutes from parent/student organization meetings
- Communication and stakeholder engagement plans
- Communication examples (e.g., newsletters, social media, emails)
- Evidence of partnerships with local businesses or service organizations

**Reflective Questions:**

1) What strategies have been employed to maintain high visibility and accessibility to the community? What data is collected to determine the success of these strategies?
2) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 8d | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8d) Produces clear, convincing evidence of a system that consistently recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 8d) Regularly recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community. | 8d) Seldom or inconsistently recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community. | 8d) Does not recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community. |

**Examples of Evidence:**

- Student recognitions and awards
- Volunteer recognitions and awards.
- Business partner recognitions and awards
- E-mails and communications with engaged stakeholders
- Newsletter and school-wide e-mails
- Agendas and minutes from parent/student organization meetings
- Communication and stakeholder engagement plans
- Communication examples (e.g., newsletters, social media, emails)
- Participation in community events (e.g., local festivals, celebrations)
- Recognition events for all stakeholders

**Reflective Questions:**

1) What strategies have been utilized to foster a partnership between the school and the community to strengthen the academic success and well-being of all students?
2) What systems have been created and used to recognize stakeholders for their contributions to and engagement in the school community?
3) How have you served as a coach or model for other administrators and/or led professional learning relevant to this standard?

| 8e | **Meaningful Parent, Family, and Community Engagement**<br>***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.*** |
|---|---|

***Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.**

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 8e) Produces clear, convincing evidence of consistent schoolwide use of appropriate technologies and multiple forms of two-way communication with parents, students, and families on student expectations and academic performance.<br><br>Serves as a coach/model for other administrators and/or leads professional learning in this area. | 8e) Regularly utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. | 8e) Seldom or inconsistently utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. | 8e) Fails to utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. |

**Examples of Evidence:**

- FOCUS communication.
- School newsletters
- Social media
- PTO agendas and minutes
- Agendas and minutes from parent/student organization meetings
- Communication examples (e.g., newsletters, social media, emails)
- Recognition events for all stakeholders
- School climate survey
- School event calendar

**Reflective Questions:**

1) How have the communication needs of families and community members been identified and met?
2) What types of technologies do you feel are most effective with your parent population and why?
3) What types of technologies do you use to communicate student behavior, attendance, and academic performance?
4) How do I consistently utilize appropriate technologies and various forms of communication to engage parents, students, and families regarding student expectations and academic performance?
5) How do these communication practices enhance collaboration and partnership between the school and families?
6) How do I serve as a model or lead in effectively integrating technology and communication strategies for engaging parents, students, and families in discussions about student academic expectations and performance?

## Appendix C – Student Performance Measures

| Teacher | Source | Score | Count | Weight Value | School Average |
|---|---|---|---|---|---|
| Teacher 1 | Effect Size | 3 | 125 | 375 | |
| Teacher 2 | Performance | 4 | 94 | 376 | |
| Teacher 3 | State VAM | 2 | 45 | 90 | |
| Teacher 4 | Effect Size | 1 | 53 | 53 | |
| Teacher 5 | Performance | 3 | 108 | 324 | |
| Teacher 6 | Performance | 1 | 15 | 15 | |
| Teacher 7 | Performance | 4 | 88 | 352 | |
| Teacher 8 | State VAM | 2 | 95 | 190 | |
| Teacher 9 | Effect Size | 2 | 52 | 104 | |
| Teacher 10 | Effect Size | 3 | 22 | 66 | |
| | | | 697 | 1945 | **2.79** |

The example above depicts the calculation of the school average. The school average is rounded to the nearest whole number, and the final cut score is used as the Student Growth Measure portion of the administrator evaluation.

Teacher Student, Growth Measure Scores are obtained from the three different formulas based on the courses on the teacher's schedule. The assigned formula is based on the majority of courses taught. The table below illustrates how the assigned formula is identified, and the formula implemented.

| Teacher Assignment | Score Source | How it is calculated |
|---|---|---|
| ELA 4-10*<br>Math 4-8*<br>Algebra (8/9 Grade) * | State reported VAM | FLDOE calculation |
| Courses with PM 1 & PM 3 | Effect Size | $\frac{\text{Average Growth}}{\text{Average Standard Deviation}}$ |
| AICE, AP, IB, EOC, FAA Courses | Student Performance | % of students scoring level 2 or greater on EOC, FAA, and AP tests, and 3 or greater on AICE and IB tests. |

*Refer to the most up to date FLDOE VAM Course List for the complete VAM Course List.
**Teachers with a majority assignment in multiple sources will receive the highest

## Appendix D – Summative Evaluation Forms

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

### 2024-2025 VSEL Summative Scores for SCHOOL ADMINISTRATOR

| Score Range | Performance Level | Cut Score |
|---|---|---|
| 3.50-4.00 | Highly Effective (HE) | 4 |
| 2.50-3.49 | Effective (E) | 3 |
| 1.50-2.49 | Needs Improvement/ Developing (NI/D) | 2 |
| 1.00-1.49 | Unsatisfactory (U) | 1 |

| Instructional Leadership Evaluation | |
|---|---|
| **Evaluation Components** | **Points** |
| 1. Professional and Ethical Norms | 4 |
| 2. Vision and Mission | 3 |
| 3. Operations and School Management | 3 |
| 4. Student Learning & Continuous School Improvement | 3 |
| 5. Learning Environment | 3 |
| 6. Professional Capacity and Learning | 4 |
| 7. Building Leadership Expertise | 3 |
| 8. Meaningful Family & Community Engagement | 4 |
| **Total** | **27** |
| **Instructional Leadership Practice Score** | **3.375** |
| **LPS Cut Score** | **3** |

| Leadership Practice Score | Student Growth Measure | | | | Summative Rating | |
|---|---|---|---|---|---|---|
| 2024-2025 LPS Cut Score | 2022-2023 SGM | 2023-2024 SGM | 2024-2025 SGM | Final SGM Score | Overall Evaluation Score | State Level |
| 3 | 2 | 3 | 3 | 3 | 3 | Effective |

| Key Terms | | |
|---|---|---|
| **Leadership Practice Score (LPS)** | The rubric evaluation score (1-4 points) represents the Instructional Leadership Evaluation and is weighted at 65% of the Summative Rating. | |
| **Student Growth Measure (SGM)** | The student growth measure is a weighted average of the scores achieved by teachers at the school site. | |
| **Summative Rating** | **Overall Evaluation Score** | **Performance Level** |
| | 4 | Highly Effective |
| | 3 | Effective |
| | 2 | Needs Improvement/ Developing |
| | 1 | Unsatisfactory |