2015-16

Administrative Evaluation System Template

Rule 6A-5.030
Form AEST-2015
Effective Date: July 1, 2015

Sumter County

Richard A. Shirley

2015-16

Table of Contents

Directions:

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

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

1. **Performance of Students**

Directions:

The district shall provide:

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

•••

Student Growth Measures Score (SGMS)

For all school administrators, the percentage of the evaluation based on the performance of students is 34%. This portion of the evaluation is based on either growth or proficiency level.

•••

The student performance portion of the evaluation will include growth or proficiency data for students assigned to the school over the course of three years, including the current school year. If less than three years of data are available, the years for which data are available will be used, including the current school year. In order to include student data for the current school year for which the administrator is being evaluated, the evaluator will finalize the annual administrator assessment form when the data becomes available during or after the close of the school year.

•••

The student performance portion of the evaluation is based on data and indicators of student learning growth assessed annually by state-adopted value-added formula (VAM) and state related assessments. The state-adopted VAM will be utilized for measuring student learning growth in all courses associated with statewide assessments. For all other grades and subjects, the district will utilize proficiency levels for determining student performance.

RATING CALCULATION PROCEDURES

The academic performance score will be determined by the weighted average based upon the number of students taking each exam. For year-long courses, scores for students present in both FTEs will be used. For block or single-semester courses, scores will be based on the percentage of time students are enrolled in the class (i.e., 90% of course length).

PROFICIENCY SCALE

An average student score will be established per test utilizing national, state, or district averages.

	AVERAGE			
Range	-10% and below	-9.99% - 5.00%	-4.99% - +4.99%	+5.00% and above
Score	1	2	3	4

FINAL EVALUATION CALCULATIONS

Student Growth Measure	34%
Leadership Practice Score	46%
Deliberate Practice Score	20%
TOTAL	100%

2. **Instructional Leadership**

Directions

The district shall provide:

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

Leadership Practice Score (LPS)

The *Leadership Practice Score* is measured using the *Sumter Leadership Appraisal Matrix* and comprises 46% of the overall evaluation. The matrix is designated for use with principals, assistant principals and assistant principal interns. The four domains included in the instrument embody the Florida Principal Leadership Standards and multiple indicators. The matrix addresses four possible ratings in each of the domains.

Leadership Appraisal Matrix

The Sumter School District *Leadership Appraisal Matrix* describes a fair and clear system for evaluating behaviors and characteristics of leaders based on observation of the leader's actions and the leader's impact on actions and behaviors of others. Ratings include "highly effective," "effective," "needs improvement," or "unsatisfactory." The matrix is weighted to arrive at score ranges for these proficiency levels.   Striving toward increased aptitude, the leader demonstrates understanding of the following performance designations assigned by law:

- **Highly Effective** leaders have an impact on an entire organization and are a primary source of developing additional leadership in their organization. Their performance is beyond effective.

They routinely share their ideas, mentor others and view their roles as improving a single entity but also acting as an agent of system-wide improvement.

- **Effective** leaders impact organizational needs within their school by reinforcing and challenging students, teachers and leaders within. They meet requirements for success. Their performance is both adequate and necessary for improvement and clearly makes a contribution to their school. While their work is challenging, rigorous, and demanding, they can be proud of their achievements.

- **Needs Improvement** leaders are principals and assistant principals designated as demonstrating potential but lacking sufficient proficiencies to improve student learning, instructional practice, and/or other responsibilities. They understand what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become more effective leaders within a reasonable time.

- **Developing** is the designation reserved solely for candidates in the Leadership Development Program who have garnered an "assistant principal intern" placement at a school. Adjustments are made by evaluators as appropriate on the school leader evaluation rubric regarding expectations of assistant principal interns vs. bona fide assistant principals or principals. For the assistant principal interns, levels of proficiency including depth, breadth, knowledge, skill and evidence of demonstration may be modified as deemed appropriate by the evaluator.

- **Unsatisfactory** describes leaders who are inadequate. They do not understand what is required for proficiency or have demonstrated through their action and inaction that they choose not to strive for improvement. The goal is to identify, define, and document inadequate performance and make necessary changes very quickly.

Domain Ratings

The *Leadership Practice Score* is aligned with performance on each of the four leadership domains. Each domain has a varied number of standards and indicators. Through the preponderance of evidence provided by the school administrator and documented by the supervisor on each indicator within a domain, the overall proficiency recommendation for the domains will be determined.

Domain	Title	Standards	Indicators	Weight
Domain 1	Student Achievement	2	6	20
Domain 2	Instructional Leadership	3	17	40
Domain 3	Organizational Leadership	4	21	20
Domain 4	Professional and Ethical Behavior	1	6	20

Overview

The *Sumter Leadership Appraisal Matrix,* considered as one element in the school district's leadership evaluation, is designed to incorporate all four domains of the Florida Principal Leadership Standards: Student Achievement, Instructional Leadership, Organizational Leadership, and Professional and Ethical Behavior. The domains are defined by ten (10) interfacing standards and are further described by specific indicators of a scoring rubric classifying behaviors and characteristics of leaders at four (4) performance levels. All principals, assistant principals*,* and assistant principal interns are evaluated annually by their immediate supervisor using the Sumter School District *Leadership Appraisal Matrix.* Such evaluation shall be ongoing, sufficiently specific, and frequent enough to support demonstrated proficiency.

Complementing the *Leadership Appraisal Matrix* are additional gauges of performance: *Deliberate Practice* and *Student Growth Measures* that, when combined provide an *Annual Performance Level* rating. This is an overall rating encompassing outcomes from each of these measures and is the culmination of a year's work reflective of the success of the school leader.

The evaluation includes a minimum of three conferences held each year. The initial conference is held prior to the end of September to review and establish goals and expectations. Goal setting is based on prior evaluation needs, current school/district needs, student performance, new legislation, and the Florida Principal Leadership Standards. A mid-year progress check accompanied by documentation is conducted in December or January. A final evaluation conference is held following release of state assessment scores. Discussions concerning expected outcomes in relationship to specific site conditions are ongoing throughout the evaluative process. An evaluation summary shall be maintained in the respective administrator's personnel file. A copy of the evaluation shall be provided to the person being evaluated.

Evaluation depends on the candid acknowledgment of a leader's successes, needs for growth, and the clear association of those leadership practices with results. This gives the leader the opportunity to provide feedback to the school district, empowers the leader with authority to make decisions that will improve personal effectiveness, is standards-based, allows for honest and accurate feedback, and provides for clear descriptions of leadership behaviors. The leader expects to grow, develop, learn, and improve.

Guided by a proactive evaluation, the leader can identify specific areas in which development and growth are most needed. The Sumter School District provides this leadership evaluation as a constructive, fair, and clear system for describing behaviors and characteristics that separate highly effective leaders from those who are deemed effective, needing improvement or unsatisfactory in meeting essential leadership standards.

Appraisal focuses on individual abilities in the achievement of school, district, and personal goals and links possible rewards and recognition to successful performance. This may include public recognition, letters of commendation, or monetary compensation that may be awarded as per district guidelines. The Sumter leadership appraisal provides a framework for the following:

- Enabling self-assessment and personal reflection contributing to success of the school leader
- Affording a focus for professional growth and continuous personal improvement
- Guiding evaluators in making consistent and fair judgments concerning proficiency
- Provision of specific feedback, mentoring, coaching, and collaboration to improve proficiency and performance
- Designating an annual performance level based on measures of the Florida Principal Leadership Standards, Deliberate Practice initiatives, and student growth outcomes
- Affording a basis for improvements within specific schools and the Sumter School District

Sumter School District Research Base for School Leader Evaluation

The system used in the Sumter School District for school leader evaluation is aligned with research frameworks identified by the Florida Department of Education as acceptable for this purpose. The Sumter School District school leader evaluation exclusively integrates indicators from the Florida School Leader Assessment (state pre-approved rating rubrics) and Dr. Douglas B. Reeves' framework "The Leadership Performance Matrix" referenced in *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results (2009)*. The evaluation guides improvement in the quality of administrative services that support increased student learning growth

The framework meets the following requirements:

- Aligned with the Florida Educator Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., or the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C., as appropriate.
- Reflects contemporary research as defined in Florida's Common Language of Instruction (found on www.fldoe.org/profdev/pa.asp and www.floridaschoolleaders.org).
- Reflects research that is aligned with the purpose of the Student Success Act (Section 1012.34 (a), F.S.): "For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state."

The Sumter School District has submitted evidence that its school leader evaluation framework is based on contemporary research and is aligned with the Student Success Act and the FPLS. A crosswalk supports appropriate alignment.

Florida Department of Education Pre-Approved Framework: Leadership Evaluation

A Multi-Dimensional Framework: Based on research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning. (Note: The FMLA (2011 state model) and FSLA (2012 state model) are based on this framework.

State Multi-dimensional Leadership Framework References

Reeves, D. (2009). *Assessing Educational Leaders*: *Evaluating Performance for Improved Individual and Organizational Results.* Thousand Oaks, CA: Corwin Press.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.

Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.

Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership.* San Francisco, CA: Jossey-Bass.

Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010)*. Investigating the links to improved student learning*. The Wallace Foundation.

Robinson, V. M. J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.

Dr. Douglas B. Reeves' Multi-dimensional Leadership Assessment System

Dr. Douglas Reeves is the founder of The Leadership and Learning Center. As part of Houghton Mifflin Harcourt, a global educational leader, The Center serves school systems around the world. The author of 30 books and many articles on leadership and organizational effectiveness, Dr. Reeves has twice been named to the Harvard University Distinguished Authors Series. Dr. Reeves was named the Brock International Laureate for his contributions to education. He also received the Distinguished Service Award from the National Association of Secondary School Principals and the Parent Choice Award for his writing for children and parents. He is the 2010 recipient of the National Staff Development Council's Contribution to the Field Award.

Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results by Douglas B. Reeves provides the information and tools necessary to successfully evaluate all types of educational leaders and improve both individual and organizational performance.

Incorporating the 10 Dimensions of Leadership, Dr. Douglas Reeves' *Leadership Performance Matrix* is a field-tested evaluation framework based on research, theory, and best practices in leadership, organizational effectiveness, and personnel evaluation. The author focuses on three critical concepts of leadership: the dramatic impact of leadership on student achievement, equity, and staff morale; the role of both personal predispositions and acquired knowledge skills on effectiveness; and how evaluation can be used to improve performance. The evaluation instrument supports the following:

- Provides the tools for leadership assessment and coaching that are formative, constructive, and unambiguous.
- Provides consistent, clear, and fair definitions of leadership performance

- Documents judgments about leadership performance through supporting evidences
- Offers continuous and effective feedback for veteran, new, and aspiring leaders
- Supports collaborative processes and collegial conversations that are essential for sustainable Professional Learning Communities
- Promotes observations and evaluations as part of a holistic learning system that develops leadership effectiveness

By implementing this multidimensional leadership assessment system, the Sumter School District can improve teaching, learning, and leadership at every level!

Dr. Douglas Reeves Multi-Dimensional Leadership Assessment System References

Ainsworth, L. (200a). Power standards: *Identifying the standards that matter the most.* Englewood. CO: Advanced Learning Press.

Ainsworth, L. (200b). *Unwrapping the standards: A simple process to make standards manageable.* Englewood, CO: Advanced Learning Press.

Bossidy, L., & Charan, R. (2002), Execution*: The discipline of getting things done.* New York: Crown Business.

Boyatzis, R. E., & McKee, A. (2005). *Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope, and compassion.* Boston: Harvard Business School Press.

Christensen, D. (2001, December), Building state assessment from the classroom up: Why Nebraska has forsworn high-stakes testing in favor of district-tailored measures. *School Administrator*, pp. 27-31.

Collins, J. (2001). *Good to great: Why some companies make the leap…and others don't.* New York: HarperBusiness

Cook, W. J. (2004). When the smoke clears. *Phi Delta Kappan*, 86(1), 73-75, 83.

Council of the Great City Schools. (2006). Urban school superintendents: Characteristics, tenure, salary. *Urban Indicator*, 8(1), 1-10.

Danielson, C. (2002). *Teaching evaluation*. Alexandria, VA: ASCD.

Darling-Hammond, L. (1997). The *right to learn: A blueprint for creating schools that work.* San Francisco: Jossey-Bass.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives.* 8(1). 1-50.

Darling-Hammond, L., & Sykes, G. (Eds.). (1999). Teaching *as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals* (Review of Research).   Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

General Accounting Office. (2002, April). *Education needs to monitor states' scoring of assessments* (GAO-02-303). Washington, DC: Author.

Goldsmith, M., & Reiter, M. (2007). *What got you here won't get you there: How successful people become even more successful.* New York: Hyperion.

Goldman, D., Boyatziz, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*, Boston: Harvard Business School Press.

Goodlad, J. (1984). *A place called school.* New York: McGraw-Hill.

Hersey, P., Blanchard, K.H., & Johnson, D. E. (2000). *Management of organizational behavior: Utilizing human resources* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Interstate School Leaders Licensure Consortium. (1996, November 2). *Standards for school leaders*. Washington, DC: Council of Chief State School Officers.

Junger, S. (1998). *The perfect storm*. New York: Harper.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano,R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & Pickering, D. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: ASCD.

North Carolina Center for School Leadership 'Development. (2001). Principals *and assistant principal's self-assessment*. Retrieved March 14, 2001, from www.ga.unc.edu/pep/resources.html.

Peck, M. M. (1978). *The road less traveled: Beyond spiritual growth in an age of anxiety.* Cutchogue, NY: Buccaneer Books.

Peters, T., & Austin, N. (1986). *A passion for excellence*. New York: Harper Business.

Pfeffer, J., & Sutton, R. I. (2000). *The knowing-doing gap: How smart companies turn knowledge into action.* Boston: Harvard Business School Press.

Popham, J. (1999). *Testing! Testing! What every parent should know about school tests.* Boston: Allyn & Bacon.

Prichard Committee for Academic Excellence. (2005). High *achieving high schools* (Report). Retrieved April 16, 2008, from http://www.prichardcommittee.org/HS%20 Report.pdf.

Quality Counts 2003: "If I Can't Learn From You." (2003, January). Education Week.

Reeves, D. B. (2001). Holistic *accountability: Serving students, schools, and community.* Thousand Oaks, CA: Corwin Press.

Reeves, D. B. (2002a). *The daily disciplines of leadership*. San Francisco: Jossey-Bass.

Reeves, D. B. (2002b*). Making standards work: How to implement standards-based performance assessments in the classroom, school, and district* (3rd ed.). Denver: Advanced Learning Press.

Reeves, D. B. (2003). *Accountability for learning: A constructive approach to educational accountability for teachers and school leaders*. Alexandria, VA: ASCD.

Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. B. (2007, October). Coaching myths and realities, *Educational Leadership*, 65(2), 89-90.

Reeves, D. B. (2007, December-2008, January). Making strategic planning work, *Educational Leadership,* 65(4), 86-87.

Rosenthal, R., & Jacobson, L. (2003). *Pygmalion in the classroom: Teacher expectation and pupil's intellectual development.* Carmarthen, UK: Crown House.

Schmoker, M.J. (2004). Tipping point: *From feckless reform to substantive instructional improvement*. Phi Delta Kappan, 85(6). 424-432.

Sorcher, M., & Brant, J. (2002, February). Are you picking the right leaders? *Harvard Business Review*, pp. 78-85.

Stiggins, R. J. (2000). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Stiggins, R. J., Arter, J., Chappuis, J., & Chappuis, S. (2004). *Classroom assessment for student learning: Doing it right, using it well.* Portland, OR: Assessment Training Institute.

Tichy, N. M. (1997). *The leadership engine: How winning companies build leaders at every level.* New York: HarperCollins.

White, S. (2005a). Beyond *the numbers: Making data work for teachers & school leaders.* Englewood, CO: Advanced Learning Press.

White, S. (2005b). *Show me the proof! Tools and strategies to make data work for you*. Englewood, CO: Advanced Learning Press.

Wiggins, G. P. (1998). Educative assessment: *Designing assessments to inform and improve student performance.* San Francisco: Jossey-Bass.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

High Effect Size Indicators

Student learning needs and faculty and leadership development needs will vary from school to school and from district to district. However, contemporary research reveals a core of instructional and leadership strategies that have a higher probability than most of positively impacting student learning in significant ways.

- Research on the cause and effect relationships between instructional and leadership strategies and student outcomes address the effect size of a strategy: What degree of impact does it have?
- In the content of district instructional and leadership evaluation systems, effect size is a statistical estimation of the influence a strategy or practice has on student learning. Effect size calculations result from statistical analyses in research focused on student learning where the correct and appropriate use of a strategy yields better student learning growth than when the strategy is not used or is used incorrectly or inappropriately.
- In research terms, those strategies often identified as "high effect size" are those with higher probabilities of improving student learning.

Classroom teachers need a repertoire of strategies with a positive effect size so that what they are able to do instructionally, after adapting to classroom conditions, has a reasonable chance of getting positive results. As school leaders and mentor teachers begin to focus on feedback to colleagues to improve proficiency on practices that improve student learning growth, emphasis should be on those strategies which have a high effect size. Where every Florida classroom teacher and school leader has a core repertoire of highly effective practices, progress on student learning is accelerated.

The Florida Department of Education's identified set of indicators on high effect size instructional and leadership strategies with a causal relationship to student learning growth constitute priority issues for deliberate practice and faculty development.

Classroom Teacher High Effect Indicators

- **Learning Goal with Scales**: The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.
- **Tracking Student Progress**: The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.
- **Established content Standards**: The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the district and the manner in which that content should be sequenced.
- **Multi-tiered System of Supports**: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.
- **Tracking Rate of Progress**: The teacher's implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.
- **Clear Goals**: The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.
- **Text Complexity**: The teacher engages students in reading strategies with "complex enough" text to cognitively challenge students and embeds close reading and rereading of complex text into instructional processes as a routine event.
- **ESOL Students**: The teacher provides instruction to ESOL students on the development of the English language learners' ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.

School Leadership High Effect Indicators

- **Feedback Practices**: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
- **Facilitating Professional Learning**: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
- **Clear Goals and Expectations**: The school leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning

requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

- **Instructional Resources**: The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
- **High Effect Size Strategies**: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.
- **Instructional Initiatives**: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement initiatives.

The following indicators relate to leadership focused on specific instructional improvement initiatives:

- **Monitoring Text Complexity**: The school leader monitors teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex test into instructional processes as a routine event. (Reading)
- **Interventions**:   The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations**: The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies**: The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

Learning Focused Strategies Equivalent to Florida's Classroom High Effect Indicators

Learning Focused Strategies is the equivalent of Florida's Classroom High Effect Indicators. Since 2007, the Sumter School District has been immersed in training, supporting, and implementing Learning Focused Strategies consistently and pervasively in all schools, across all levels, and in every classroom. Using the strategies daily is engrained as a way of work for all teachers and administrators, and the culture in every school. The district trains all new teachers in four (4) days of Learning Focused Strategies, provides refreshers for those already trained, and adds new training selections as the district moves forward in this initiative. The strategies are incorporated in the teacher evaluation instrument based on the Charlotte Danielson rubric as observable elements in Domains 2 and 3 and items of conversation to substantiate Domain 1. An additional instrument used in the district as another measure of teacher performance is the classroom walkthrough document based solely on the demonstration of Learning Focused Strategies.

The Sumter School District provides the following research upon which Learning Focused Strategies is based and a summary of how training unfolded in the district for teachers and administrators to implement the strategies with fidelity.

Dr. Max Thompson's Background

Dr. Max Thompson has been a teacher for ten years (kindergarten, PK deaf and blind, Severely Emotionally Disturbed). He has also been an elementary, middle, and high school principal.

Since 1995, he has been part of a consortium connected with Harvard University and Stanford University that works with turnaround schools. He is one of 41 lead investigators who work with 300 evaluators. He personally has a 29 person data evaluation team funded by the United States Department of Education and the Bill and Melinda Gates Foundation.

The consortium evaluates schools 900-1300 schools a year in 12 different countries. One half of the schools are typical and one half are exemplary at 90% proficiency on state tests with 90% of their subgroups at proficiency. One half of the schools are typical with hard working administrators and teachers. In spite of this, student achievement goes down.

The consortium looks in depth at schools that work hard but can't move because there are similar schools across the county that have made significant strides in successful upward movement of student performance. The consortium pays these schools to allow the investigators to shadow students and determine strategies that work.

Because states who have taken over schools don't have the skills or knowledge to move students, they have contracted with the consortium to take charge of such schools. He has been contracted for 42 schools in the U.S. and Canada for takeover reforms. Dr. Thompson himself evaluates 9-10 schools a year in Italy and is currently the principal of record for 5 schools in Italy. He has placed his own, well-trained principals on site to implement a successful model for turnaround. Dr. Thompson visits the schools in Italy 2-3 days a month in the first year and 1 day a month in the second year. During the second year, a new principal is hired to serve the school and transition to independence from the consortium in the third year. This process may take an extra year for secondary schools. He invests $350,000-$900,000 of his own money up front in each school and does not reap any payment until after the third year when the school has proven it can sustain itself on its own at an achievement level of 85% or better. He has been in thousands of classrooms and turned around over 60 failing schools with a 100% success rate. These findings are not research-based, but instead exemplary practice based.

Of five companies in the nation, Dr. Thompson's, Learning Focused Solutions is ranked number 3 in the United States, and number 1 in Europe and the Caribbean for his research-based and evidence-based turnaround model. The ranking is determined by how many schools reach 85-90% proficiency in 2 years for elementary and 3 years for middle schools.

Learning Focused Schools Model Research

Learning-Focused uses hundreds of sources each year to keep the model state of the art. References for each solution can be found in the notebook.

Initial Model References:

Anderson, J.C., & Freebody, P. (1981). "Vocabulary Knowledge". In J.T. Guthrie (Ed.) Comprehension and Teaching (pp77-117). Newark, DE: IRA.

Cawelti, G. (1999). Improving achievement. The American School Board Journal, July, 34-37.

Closing the Achievement Gaps in Urban Schools: A Survey of Academic Progress and Promising Practices in the Great City Schools. (1999). Available at http://www.cgcs.org.

The College Board. (1999). Reaching the Top: A Report of the National Task Force on Minority Achievement. Available at http://www.collegeboard.org.

Dispelling the Myth: High Poverty Schools Exceeding Expectations. (1999). Washington, DC: Education Trust and the Council of Chief State School Officers. Available at http://edtrust.org/pubs-online.html.

Education Week Series on Minority Achievement. (2000). Available at http:/www.edweek.com.

    * Unmet Promise: Raising Minority Achievement (March 15, 2000).

    * Lags in Minority Achievement Defy Traditional Expectations (March 22, 2000).

    * Minority Gaps Smaller in Some Pentagon Schools (March 29, 2000).

    * Lifting Minority Achievement: Complex Answers (April5, 2000).

Elmore, R., & McLaughlin, M. (1998). Steady work: Policy, practice, and the reform of American education (Paper presented to the National Institute of Education.) Santa Monica, CA.: Rand.

Elmore, R. & Rothman, R. (1999). Testing, teaching, and learning: A guide for states and districts. Washington, DC: National Research Council of National Academy Press.

Fullan, M. (1993). Change forces: Probing the depths of educational reform. London: Falmer Press.

Fullan, M. (1999). Change forces: The sequel. London: Falmer Press.

Fullan, M. (1992). Getting reform right: What works and what doesn't. Phi Delta Kappan, 73(10), 744-752.

Herman, R. & Stringfield, S. (1997). Ten promising programs for educating all children: Evidence of impact. Arlington, VA: Education Research Service. Available at http://www.ers.org.

Institute for the Education of At-Risk Youth (1999). Practice in exemplary schools: What did they do and how did they get there? Washington, DC: US Government Printing Office.

Jencks, C. & Phillips, M. (1998). The black-white test score gap. Washington, DC: Brookings Institution.

Johnson, J. & Asera, R. (1999). Hope for urban education: A study of nine high-performing, high poverty, urban elementary schools. Available at www.ed.gov/pubs/edpubs.html.

Marzano, R.J., & Kendall, J. (1999). "The Critical Role of Vocabulary: The Extensive Curriculum". In Marzano, R.J. & Kendall, J. Essential Knowledge (pp. 141-170). Aurora, CO: McREL.

Marzano, R., Zeno, B., & Pollack, J. (1999). Research into practice: Assessment, grading, and record keeping in the classroom. Aurora, CO: McREL.

McKeown, M.G. & Curtis, M.E. (1987). The Nature of Vocabulary Instruction. Hillsdale, NJ: Erlbaum & Associates.

National Commission on Time and Learning, (1994). Prisoners of time. Washington, DC: US Government Printing Office.

Northwest Regional Educational Laboratory, (1997). Closing the Achievement Gap Requires Multiple Solutions. Available at http://www.nwrel.org/cnorse/infoline/may97/article5.html. http://www.testdoctor.com.Reeves, D.B. (2000).

Accountability in Action: A Blueprint for Leaning Organizations, Denver, CO: Academic Learning Centers Inc. (1-800-844-6599).

Reyes, P., Scribner, J.D., & Scribner, A.P. (1999). Lessons from high performing Hispanic schools. New York: Teachers College Press.

Schmoker, M. (2000). Results: The key to school improvement, 2nd edition. Alexandria, VA: ASCD.

Stahl, S.A. & Fairbanks, M.M. (1986). "The Effects of Vocabulary Instruction: A Model-Based Meta-Analysis". Review of Educational Research, 56(1), 72-110.

Urgency, Responsibility, Efficacy: Preliminary Findings of A Study of High-Performing Texas School Districts. (1999). Charles Dana Center, University of Texas at Austin. Available at http://www.starcenter.org/promise/main.htm#research.

Wolk, R. (1998). Strategies for fixing failing schools. The Pew Forum on Educational Reform. New York: The Pew Charitable Trusts.

Learning-Focused Research

For over twenty years, the Learning-Focused Model has continued to improve with the latest educational, brain, learning style, and instructional practices research. Additionally, the research of Robert Marzano, MCREL,

Douglas Reeves, the Pew Educational Forum projects, and the US DOE Evaluation Consortium has provided the basis for the model updates over the past ten years.

Robert Marzano and the USDOE have provided us with an extensive research base for instructional practices:

Strategies That Most Impact Achievement			
Rank	Strategy	Effect Size	Percentile Gain
1	Extending Thinking Strategies	1.61	45
2	Summarizing	1.00	34
3	Vocabulary In Context	.85	33
4	Advance Organizers	.73	28
5	Non-Verbal Representations	.65	25

Douglas Reeves and The Leadership and Learning Center (http://www.leadandlearn.com/90-90-90) conducted extensive research on practices that 90/90/90 (exemplary) schools implement on a consistent and pervasive basis that typical schools do not.

Studies presented in Educational Leadership (ASCD) in the 1990s started the Learning-Focused commitment to making connections between all of the strategies and practices stated above in order to achieve maximum effectiveness on student achievement in a planning framework.

Instructional strategies research provided educators with a list of the instructional strategies most effective in student learning and achievement. Layered above all of these strategies is how and when teachers apply them in lessons, along with how the strategies are sequenced and connected. The focus of teacher planning should not be simply to choose which strategy to use in a particular lesson or unit, but to connect and sequence strategies across lessons and units to generate achievement gains well above teachers who randomly choose strategies. These research-based strategies shape the base of the Learning-Focused lesson and unit planning model. Strategies 2-3-4-5 from the above chart are in every Learning-Focused acquisition lesson, and the first strategy, extending thinking skills, occurs 2-5 times in every Learning-Focused unit.

Is the Learning-Focused Model evidenced-based?

There have been several independent analyses conducted to provide evidence of the effectiveness of the Learning-Focused Model. These meet the criteria set by the US DOE for "evidence-based blind studies". A few of the analyses have looked at individual schools, while others have examined data across many schools, and another one examined the data by individual teachers.

Study 1: The largest study concerned 57 schools across 4 school districts in 3 different states. All of the teachers were trained in the 2003 – 2004 school year on the following Learning-Focused strategies:

- Prioritize and map the curriculum
- Learning-Focused lessons and units
- Acceleration and Scaffolding with students with disabilities and at-risk learners
- Reading comprehension strategies and reading assignments
- Learning-Focused Math

The range of the schools' student populations:

- 63% - 89% Eligible for Free/Reduced Meals
- 47% - 63% African-American
- 20% - 50% Caucasian
- 2% - 46% Hispanic

Study 2: Three regional area educational service agencies analyzed the Learning-Focused Model by looking at student test data by individual teachers across a total of 43 schools. Because of the number of teachers, LFS professional development took place in cohorts across three years. Data was examined in the first full year of teaching after the training for each cohort. Data was reported by percentage gain on previous year's tests for each teacher.

Percent Gains On State Tests

Grades 3-5: 393 Teachers			
	Cohort 1	Cohort 2	Cohort 3
Reading	27%	24%	30%
Math	23%	20%	27%
Social Studies	19%	24%	24%
Science	25%	21%	26%

Grades 6-8: 268 Teachers			
	Cohort 1	Cohort 2	Cohort 3
Reading	21%	22%	24%
Math	17%	18%	23%
Social Studies	22%	23%	22%
Science	20%	20%	25%

Grades 9-12: 234 Teachers			
	Cohort 1	Cohort 2	Cohort 3
Reading	20%	18%	22%
Math	14%	16%	16%
Social Studies	20%	23%	24%
Science	21%	21%	22%

Study 3: An Individual School

Demographics:
- 1479 students on February 1, 2007
- 39 new teachers in 2006 – 2007 school year
- Students: African-American: 20%; Asian: 8%; Caucasian: 3%; Hispanic: 65%
- 92% eligible for Free/Reduced Meals
- 75% of students do not have English as native language
- 54% served in ESOL program
- 601 of the 2006-2007 students were at this school in 2005-2006
- Only 15% of 2006-2007 5th graders attended this school in 1st grade
- 50%+ mobility rate

Monitoring/Evaluation (EVERY Classroom)

- Learning-Focused unit with Student Learning Maps guiding and structuring learning and Learning-Focused lesson plan
- Only grade-level content in all classrooms
- Monthly focus on reading comprehension strategies
- Graphic Organizers USED for writing, reading comprehension
- Extended reading passages for all students
- Collaborative planning time using the Learning-Focused planning model
- Student Writing samples posted and extended writing response on answering essential questions

Percent Passing State Tests			
	Reading (2005 - 2006)	Reading (2006 - 2007)	% Gain
All	85%	91%	6%
Black	88%	92%	4%
Hispanic	81%	93%	12%
ESL	77%	83%	6%
SWD	67%	81%	14%
Economically Disadvantaged	84%	91%	7%

Percent Passing State Tests			
	Math (2005 - 2006)	Math (2006 - 2007)	% Gain
All	91%	96%	5%
Black	90%	95%	5%
Hispanic	91%	96%	5%
ESL	88%	96%	8%
SWD	84%	94.7%	10.7%
Economically Disadvantaged	93%	96%	3%

....

Please see Appendix: B

....

Final Conference/Summative

Based on this determination and prior to September 15th, a final conference is held between the Superintendent of Schools and individual school principal to present the *Annual Performance Level* rating. In the case of the assistant principal or assistant principal intern, the site administrator conducts the summative conference. The purposes of the final conference are noted:

- Review all evidence submitted.
- Discuss the individual's performance rating on the *Leadership Appraisal Matrix* reflecting the Florida Principal Leadership Standards and arrival at one of four possible performance levels to determine the *Leadership Practice Score* and associated proficiency designation.
- Consider accomplishment status of each of three (3) predetermined goals listed as *Deliberate Practice* and determine the combined final proficiency level.
- Determine impact of the *Student Growth Measure* and proficiency level.
- *Consider parent and teacher Climate Survey responses.

- *Review the administrator's evaluation of instructional personnel and all pertinent data to determine improvement in the percentage of classroom teachers evaluated at the effective or highly effective level.
- *Review school recruitment and retention statistics of effective or highly effective teachers.
- Combine all for an *Annual Performance Level* designation.
- Discuss areas of commendation, where improvement can be accomplished, professional development needed, and how assistance can be provided to help achieve a higher level of performance while also discussing employment consequences based on a less than desirable performance level and procedures for moving forward.
- File final, signed *Annual Performance Level Calculation* form in the Personnel Department to become part of the individual's personnel record (copy provided to the school leader). The Personnel Department will comply with 1012.34 reporting requirements to the Florida Department of Education.

*Measures of practice or job responsibilities shall be incorporated into the leadership practice portion of the performance level rating.

Step 1: Orientation to the Evaluation System

All persons subject to school leadership evaluation require an orientation to the appraisal system. The orientation is coordinated by the professional development department for school principals and by school principals for their respective assistant principals and/or assistant principal interns. The orientation includes the following:

- Review of performance appraisal documents, content, procedures, expectations, evidence collection, scoring, and self-check of alignment.
- Use of designated forms for performance evaluation, data collection, and documentation.
- Florida Department of Education tools and support.
- Florida Principal Leadership Standards.
- Student Success Act (Senate Bill 736).
- Mentoring and professional development opportunities.
- Florida's Common Language of Instruction and High Effect Size Indicators
- Race to the Top requirements.

Step 2: Pre-planning for Evaluation

In preparation for initial contact with school leaders concerning *Deliberate Practice as a Multiple Measure*, the superintendent solicits input from district administrators and relies on respective contributions of evaluators responsible for elementary and secondary levels in drafting individual or collective, annual goals. Three (3) goals are determined for each school leader: a school improvement goal, a professional

goal, and a personal goal. The goal setting is based on prior evaluation needs, current school/district needs, student performance historical data, new legislative requirements, and the Florida Principal Leadership Standards. After preparing the goals, district administrators responsible for the evaluations schedule individual, initial conferences with school administrators to deliver and discuss expectations and associated dynamics of Deliberate Practice initiatives. As the superintendent prepares the *Deliberate Practice Multiple Measure* form for each principal, the principal does likewise for school level assistant principals and/or assistant principal interns.

Step 3: Initial Conference

Prior to the end of September the initial conference is scheduled by the superintendent or designee with the principal. In turn, the principal conducts the initial conference with the assistant principal and/or assistant principal intern during that same month. The purpose of the initial conference is to review and establish clear expectations and set goals for the year that focus on student achievement, individual strengths, system priorities, and unique situational circumstances. The school leader is responsible throughout the year for collecting evidence to document established goals. The initial conference may include the following intents:

- Discuss domains, standards and indictors related to student achievement, staff professional development needs, school improvement, system issues, school site developments, personal growth needs, or other pertinent topics.
- Establish Deliberate Practice goals that interface with school and district goals.
- Discuss student growth data and measures of performance.
- Consider means that support continuous school improvement.
- Review collection of evidence to document demonstration of the leadership domains, standards and indicators such as on-site interviews, observations, work site analysis, management information system reports, annual reports, school improvement initiatives, student performance, customer surveys, and teacher/parental input as appropriate.
- Discuss school leadership expectations concerning the effective use of the Sumter County Schools' Framework for Teaching evaluation instrument.
- Promote professional development and opportunities to improve skills and knowledge.
- Determine how input will be secured from parents, teachers, and customers (climate surveys).
- Determine how to maintain a positive and collaborative relationship with stakeholders to increase student achievement.
- Answer questions.
- Provide mentoring.

Step 4: Mid-year Conference and Monitoring/Formative

The mid-year conference is a collaborative, monitoring meeting between the administrator being evaluated and the evaluator responsible for conducting the evaluation: assistant principal or assistant

principal intern evaluated by the principal; principal evaluated by an appropriate district program elementary or secondary director. Formative in nature, it is conducted in December or January to discuss and record progress on accomplishing annual goals cited on the *Deliberate Practice Multiple Measure* and produce evidence for ratings on meeting proficiency levels detailed in the *Leadership Appraisal Matrix*. Evidence at this time could come from frequent site visits by the evaluator and other district administrators, supervisor observations, artifacts, data, a portfolio, interviews, surveys and other accumulated information analyzed in the context of the evaluation indicators. The responsibility for producing appropriate evidence rests with the individual being evaluated while the evaluator is responsible for detailed documentation of same for use by the superintendent in the final conference.

The mid-year conference is an opportunity for praise, encouragement, and recommendations. It also provides an opportunity for coaching, mentoring, and timely feedback. From the conference, recommendations for professional development may evolve or further association with like communities of practice. All domains, standards and indicators are part of the discussion and documentation.

A deadline prior to the final conference is afforded for follow up submission of evidence in areas where little or no evidence is presented in the mid-year conference. These are areas that would otherwise result in a "Needs Improvement/Developing" or "Unsatisfactory" rating but might also be intended as evidence to bolster a rating upward. Any actions or inactions that might result in an "Unsatisfactory" rating on a domain, standard or indicator if not improved are communicated. Accompanied by appropriate forms (*Sumter Leadership Annual Performance Level Calculation, Leadership Evaluation Proficiency Conference Form, Leadership Evaluation Proficiency Conference Form Summary,* and *Deliberate Practice as a Multiple Measure*), the evaluator also submits a documented list or narrative of evidence to the superintendent. Although this process is led by the district evaluator for school principals, the mid-year conference is to be conducted by the principal for assistant principals and assistant principal interns assigned to the school site.

Step 5: Preparation for a Consolidated Performance Assessment

The superintendent will use the following forms and written information in preparation for the consolidated performance assessment:

- *Sumter Leadership Annual Performance Level Calculation*
- *Leadership Evaluation Proficiency Conference Form*
- *Leadership Evaluation Proficiency Conference Form Summary*
- *Deliberate Practice as a Multiple Measure*
- Documented listing or narrative submitted by the evaluator
- *Student Growth Measures* on state assessment provided by the state
- Parental/teacher input through annual Climate Survey results
- School recruitment and retention statistics of effective or highly effective teachers per SB 736

- Improvement in the percentage of classroom teachers evaluated at the effective or highly effective levels SB 736
- Other leadership practices that result in improved student outcomes

The superintendent relies on this information and a personal meeting with the evaluator to discuss, and tentatively calculate an individual's overall appraisal and *Annual Performance Level*…the final evaluation rating for each school principal. At this time, the superintendent also considers parental and teacher input as appropriate evidence into the school leader's evaluation. The superintendent uses the Annual Performance Level Calculation electronic form to accumulate evidence, consolidate ratings, and summarize the outcome for principals. The site administrator does likewise for assistant principals and assistant principal interns.

Step 6: Final Conference/Summative

Based on this determination and prior to September 15th, a final conference is held between the Superintendent of Schools and individual school principal to present the *Annual Performance Level* rating. In the case of the assistant principal or assistant principal intern, the site administrator conducts the summative conference. The purposes of the final conference are noted:

- Review all evidence submitted.
- Discuss the individual's performance rating on the *Leadership Appraisal Matrix* reflecting the Florida Principal Leadership Standards and arrival at one of four possible performance levels to determine the *Leadership Practice Score* and associated proficiency designation.
- Consider accomplishment status of each of three (3) predetermined goals listed as *Deliberate Practice* and determine the combined final proficiency level.
- Determine impact of the *Student Growth Measure* and proficiency level.
- *Consider parent and teacher Climate Survey responses.
- *Review the administrator's evaluation of instructional personnel and all pertinent data to determine improvement in the percentage of classroom teachers evaluated at the effective or highly effective level.
- *Review school recruitment and retention statistics of effective or highly effective teachers.
- Combine all for an *Annual Performance Level* designation.
- Discuss areas of commendation, where improvement can be accomplished, professional development needed, and how assistance can be provided to help achieve a higher level of performance while also discussing employment consequences based on a less than desirable performance level and procedures for moving forward.
- File final, signed *Annual Performance Level Calculation* form in the Personnel Department to become part of the individual's personnel record (copy provided to the school leader). The Personnel Department will comply with 1012.34 reporting requirements to the Florida Department of Education.

*Measures of practice or job responsibilities shall be incorporated into the leadership practice portion of the performance level rating.

Leadership Evaluation Proficiency Conference Form

Domain 1 Student Achievement
- **Standard 1: Student Learning Results**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
1.1.a The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula	☐	☐	☐	☐
1.1.b Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	☐	☐	☐	☐
Overall Rating for Standard 1	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Faculty meeting, department, grade-level agendas, professional development topics
☐	SIP goals and strategies that reflect a clear relationship between the professional actions of teachers and leaders and student achievement
☐	Annual state assessment and EOC results indicate the level of student achievement.
☐	School-wide progress monitoring of adult and student performance – documented, charted, and posted in high traffic areas of the school
☐	Results of teacher-made, common, formative assessments to demonstrate proficiency by specific standards
☐	Proficient student work posted throughout the building
☐	Implementation of required standards through professional learning agendas, curriculum maps, lesson plans, etc.
☐	District curriculum and instructional initiatives are implemented in most classrooms.
☐	Student data reported electronically through Data Star, Performance Matters, SuccessMaker and other similar programs
☐	Each academic standard has been translated into student-accessible language as evidenced by the use of LEQs, UEQs and student learning maps in classrooms.
☐	Other leadership evidence of proficiency on this indicator

Comments:

Sumter Principal, Assistant Principal, and Assistant Principal Intern
Leadership Evaluation Proficiency Conference Form

Domain 1 Student Achievement
- **Standard 2: Student Learning as a Priority**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
1.2.a Enables faculty and staff to work as a system focused on student learning	☐	☐	☐	☐
1.2.b Maintains a school climate that supports student engagement in learning	☐	☐	☐	☐
1.2.c Generates high expectations for learning growth by all students	☐	☐	☐	☐
1.2.d Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	☐	☐	☐	☐
Overall Rating for Standard 2	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Faculty meeting, department, grade-level agendas, professional development topics
☐	SIP goals and strategies that reflect a clear relationship between the professional actions of teachers and leaders and student achievement
☐	Annual state assessment and EOC results
☐	School-wide progress monitoring of adult and student performance – documented, charted, and posted in high traffic areas of the school
☐	Results of teacher-made, common, formative assessments to demonstrate proficiency by specific standards
☐	PLC calendars and agendas indicate a clear system
☐	Requires faculty to consistently and effectively implement school and district initiatives from class to class as evidenced by walkthrough data
☐	Climate surveys
☐	Technology use for lesson delivery and student use of instructional technology.
☐	Expenditures, scheduling, professional development and goals indicate priorities and expectations
☐	School based student subgroup data (Performance Matters, SuccessMaker and other similar programs)
☐	Other leadership evidence of proficiency on this indicator

Comments:

Domain 2 Instructional Leadership
- **Standard 3: Instructional Plan Implementation**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
2.3.a Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction	☐	☐	☐	☐
2.3.b Engages in data analysis for instructional planning and improvement	☐	☐	☐	☐
2.3.c Communicates the relationships among academic standards, effective instruction, and student performance	☐	☐	☐	☐
2.3.d Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school	☐	☐	☐	☐
2.3.e Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula	☐	☐	☐	☐
Overall Rating for Standard 3	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Documents, agendas, memorandum, instructional plans, etc.
☐	Leader can specifically document examples of decisions in teaching assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.
☐	Professional Improvement Plans
☐	Communications reflecting use of FEAPs and common language references
☐	School Improvement Plan goals and actions linked to targeted academic standards
☐	Curriculum maps, student learning maps, LFS strategies, AVID and other research based strategies
☐	Illustrations of what "rigor" and "culturally relevant" mean in leader's presentations to faculty on proficiency expectations
☐	Walkthrough documents indicating frequent review of district curriculum and instructional initiatives and research-based instructional practices regarding alignment, rigor, and cultural relevance
☐	School financial documents reflecting expenditures that support standards-based instruction, rigor, and/or cultural relevance
☐	Agendas, meeting minutes, and memoranda reflecting a focus on importance of learning goals to engage students in what they are to understand and be able to do
☐	Teacher observation and feedback practices routinely addressing learning goals and tracking student progress
☐	Progress monitoring documents and reports (formative, interim and other common assessments)
☐	Professional Learning Communities procedures, agendas and schedules
☐	Multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities
☐	Climate and other survey results
☐	Proficient student work posted throughout the building
☐	Other leadership evidence of proficiency on this indicator

Comments:

Domain 2 Instructional Leadership
- **Standard 4: Faculty Development**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
2.4.a Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan	☐	☐	☐	☐
2.4.b Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction	☐	☐	☐	☐
2.4.c Employs a faculty with the instructional proficiencies needed for the school population served	☐	☐	☐	☐
2.4.d Identifies faculty instructional proficiency needs, including standards-based content research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology	☐	☐	☐	☐
2.4.e Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction	☐	☐	☐	☐
2.4.f Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year	☐	☐	☐	☐
Overall Rating for Standard 4	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Mentor records and beginning teacher feedback
☐	Record of professional development provided to staff and impact of professional development on student learning
☐	PD Needs Assessment results
☐	Lesson plans
☐	PD budget
☐	Master schedule
☐	Documentation that professional development is determined on the basis of student achievement and teacher competency data in PIPs and School Improvement Plans
☐	Personally conducting professional development for colleagues and faculty several times each year
☐	Providing professional development by modeling, guiding, and facilitating independent practice with a specific strategy
☐	Classroom walkthrough feedback provided to teachers
☐	Professional learning community documentation (agendas, schedules, etc.)
☐	Leader developed needs assessment
☐	Documentation of recruitment and retention of highly qualified and in-field teachers based upon the school population served.
☐	Copies of written communications (conferencing notes and other evidences)
☐	District evaluation procedures are followed and timelines are met.
☐	School-based, focused professional development and learning communities
☐	Schedules of recurring time allocated for professional learning
☐	Evidence of implementing the Florida Protocol Standards for Professional Development and FEAPS
☐	Written formal and informal feedback to improve performance
☐	Other leadership evidence of proficiency on this indicator

Comments:

Domain 2 Instructional Leadership
- **Standard 5: Learning Environment**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
2.5.a Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy	☐	☐	☐	☐
2.5.b Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning	☐	☐	☐	☐
2.5.c Promotes school and classroom practices that validate and value similarities and differences among students	☐	☐	☐	☐
2.5.d Provides recurring monitoring and feedback on the quality of the learning environment	☐	☐	☐	☐
2.5.e Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being	☐	☐	☐	☐
2.5.f Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps	☐	☐	☐	☐
Overall Rating for Standard 5	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff
☐	Agendas, meeting minutes, etc. to show recurring attention to student needs
☐	School policies, practices, procedures designed to address student needs (diversity, culture, differentiation)
☐	Climate and other survey results
☐	Implementation of MTSS and PBS through agendas, schedules, memorandums, and other documents demonstrating supports employed to meet individual student needs
☐	Supplemental supports available in classrooms
☐	Work in deepening faculty understanding of cultural and developmental issues related to improvement of academic learning growth by sub-groups of students
☐	Actions in aligning parent and community resources
☐	Walkthrough data and observation schedule
☐	Formative feedback and other documentation of coaching
☐	School and teacher data reflecting tracking of student sub-group progress on targeted learning goals related to academic achievement
☐	School and teacher data indicating trend lines to reduce or eliminate achievement gaps
☐	Safety meeting agendas and schedules
☐	Custodial inspection checklists
☐	Use of a variety of curricula, instruction, and assessments to address diversity, adaptations, and variations in student learning
☐	Other leadership evidence of proficiency on this indicator

Comments:

Domain 3 Organizational Leadership
- **Standard 6: Decision Making**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
3.6.a Gives priority attention to decisions that impact the quality of student learning and teacher proficiency	☐	☐	☐	☐
3.6.b Uses critical thinking and problem solving techniques to define problems and identify solutions	☐	☐	☐	☐
3.6.c Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed	☐	☐	☐	☐
3.6.d Empowers others and distributes leadership when appropriate	☐	☐	☐	☐
3.6.e Uses effective technology integration to enhance decision making and efficiency throughout the school	☐	☐	☐	☐
Overall Rating for Standard 6	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Documented use of school improvement team decision-making
☐	Existence and work of data teams and professional learning communities
☐	Formative and summative documents from the district teacher evaluation system
☐	School-wide student, staff, community survey results
☐	Student achievement data from the district's various data systems
☐	School and district calendars maintained by the leader
☐	Professional development rosters, agendas and follow-up activities
☐	Evidence of data-based shared decision-making and distributed leadership
☐	Examples and evidence of previous decisions that have been re-evaluated in light of emerging data or trends
☐	Proficient use of email, voicemail, word processing, databases, spreadsheets, software, and district information systems
☐	Examples of decisions aligned with strategic priorities, vision and mission
☐	Other leadership evidence of proficiency on this indicator

Comments:

Domain 3 Organizational Leadership
- **Standard 7: Leadership Development**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
3.7.a Identifies and cultivates potential and emerging leaders	☐	☐	☐	☐
3.7.b Provides evidence of delegation and trust in subordinate leaders	☐	☐	☐	☐
3.7.c Plans for succession management in key positions	☐	☐	☐	☐
3.7.d Promotes teacher-leadership functions focused on instructional proficiency and student learning	☐	☐	☐	☐
3.7.e Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders	☐	☐	☐	☐
Overall Rating for Standard 7	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	System for recruiting, encouraging, and mentoring potential leaders
☐	Citation of examples in which the leader coaches emerging leader(s) to assume greater and greater levels of responsibility within the organization
☐	Portfolio records of coaching and mentoring teachers
☐	Climate survey results
☐	Documentation of teacher leader participation in districtwide leadership activities (district PLCs, district walkthroughs, etc.)
☐	Leadership Development Portfolio documentation
☐	Documentation of delegation of responsibility and authority to make decisions and take action within defined parameters
☐	Documentation describing the leader's contribution to a sustainable and supportive relationship with potential and emerging leaders
☐	Documentation regarding relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school
☐	Accolades from those whom the leader has mentored
☐	Other leadership evidence of proficiency on this indicator

Comments:

Domain 3 Organizational Leadership
- **Standard 8: School Management**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory **Indicators**	HE	E	NI/D	U
3.8.a Organizes time, tasks and projects effectively with clear objectives and coherent plans	☐	☐	☐	☐
3.8.b Establishes appropriate deadlines for him/herself and the entire organization	☐	☐	☐	☐
3.8.c Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development	☐	☐	☐	☐
3.8.d Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities	☐	☐	☐	☐
Overall Rating for Standard 8	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Projects that have been adjusted based on input from a variety of sources
☐	Evidence of timely project completion
☐	Multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities
☐	School-wide student, staff, and community survey results
☐	School Improvement Plan
☐	School financial and budgeting information
☐	System planning tools or documents for various projects
☐	Delegation of leadership responsibilities reflect the priorities of the organization
☐	Evidence of clear protocol for accessing school resources to enhance instruction
☐	Project management data
☐	Evidence of project priorities
☐	Staff receipt books, fund raising records, and activity agreements that adhere to district policies
☐	Schedules that promote planning time, staff development activities, and collaboration
☐	Lesson study groups, professional learning communities, and other forms of collegial learning teams
☐	Other leadership evidence of proficiency on this indicator

Comments:

Domain 3 Organizational Leadership
- **Standard 9: Communication**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
3.9.a Actively listens to and learns from students, staff, parents, and community stakeholders	☐	☐	☐	☐
3.9.b Recognizes individuals for effective performance	☐	☐	☐	☐
3.9.c Communicates student expectations and performance information to students, parents, and community	☐	☐	☐	☐
3.9.d Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school	☐	☐	☐	☐
3.9.e Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues	☐	☐	☐	☐
3.9.f Utilizes appropriate technologies for communication and collaboration	☐	☐	☐	☐
3.9.g Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions	☐	☐	☐	☐
Overall Rating for Standard 9	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Formal and informal systems of communication both written and oral (newsletter, electronic, agendas, email correspondence, appointments schedule, etc.)
☐	Personal leadership strategies used to develop relationships with students
☐	School safety and behavior expectations
☐	Established expectations regarding teacher communication and relationship development with students
☐	Climate survey results
☐	Repertoire of parent involvement activities (school improvement, advisory council, parent nights, parent/teacher organization, etc.)
☐	Business partners and projects involving business partners
☐	Evidence of visibility and accessibility
☐	Communications to stakeholders as well as inter and intra school communications regarding goals and expectations and how to accomplish them
☐	Decisions based on input from stakeholders including School Improvement Plan
☐	Student data chats
☐	Technological tools for personal scheduling/task management (calendared meetings and agendas)
☐	Conferencing schedules
☐	Recognition and awards of faculty and staff
☐	Faculty meeting agendas
☐	Current, user friendly web site for the school
☐	Personal application of Florida's common language of instruction and use of associated online resources
☐	Monitoring of alignment of standards, curriculum, and instruction
☐	Other leadership evidence of proficiency on this indicator

Comments:

Domain 4 Professional and Ethical Behavior

- **Standard 10: Professional and Ethical Behaviors**

HE: Highly Effective E: Effective NI/D: Needs Improvement/Developing U: Unsatisfactory Indicators	HE	E	NI/D	U
4.10.a Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	☐	☐	☐	☐
4.10.b Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership	☐	☐	☐	☐
4.10.c Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community	☐	☐	☐	☐
4.10.d Engages in professional learning that improves professional practice in alignment with the needs of the school system	☐	☐	☐	☐
4.10.e Demonstrates willingness to admit error and learn from it	☐	☐	☐	☐
4.10.f Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback	☐	☐	☐	☐
Overall Rating for Standard 10	☐	☐	☐	☐

	Examples of Evidence to Support Rating
☐	Results of climate and other surveys
☐	Examples of feedback used to enhance performance
☐	Examples of mistakes acknowledged and learning from errors
☐	Improvement plans reflecting changes in leadership practices
☐	Evidence of growth resulting from previous evaluations
☐	Evidence of compliance with legal requirements of job
☐	Membership in professional organizations
☐	Resolution of confrontational situations in a calm, thoughtful, dignified, problem-solving manner
☐	Confronting ideological conflict and reaching consensus
☐	Dissemination of clear norms and ground rules
☐	Leader's involvement in professional development topics that directly link to the needs of the school, district, or organization
☐	Application of lessons learned from research shared with subordinates or colleagues
☐	School Improvement Plan meeting minutes
☐	Impact of professional readings/reflections on leadership
☐	Learning tools created and applied resulting from professional development
☐	Acknowledgement of failures and suggestions for change
☐	Acquires resources needed to overcome barriers which are beyond the control of the school, family, and community.
☐	Personal PD record and classroom walkthrough data as evidence of personal attendance in and implementation of district PD initiatives
☐	Learning from dissenting views
☐	Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.
☐	Acceptance and implementation of leadership and policy with fidelity - representing district/state initiatives with student data, research base, and performance goals relevant to initiatives
☐	Other leadership evidence of proficiency on this indicator

Leadership Evaluation Proficiency Conference Form Summary

Sumter Principal, Assistant Principal, and Assistant Principal Intern
Leadership Evaluation Proficiency Conference Form SUMMARY

School Leader: _____   **Evaluator:** _____

Evidence Collected During Timeframe: �_____   **Today's Date:** �_____

This form summarizes feedback to date addressing assigned proficiency levels on leadership domains and indicators reflected in the Florida Principal Leadership Standards, SBE Rule 6A-5.080. Each overall domain rating is based on evidence used to score its applicable indicators as documented in the Leadership Appraisal Matrix for Principals, Assistant Principals and Assistant Principal Interns.

KEY: HE = Highly Effective E = Effective NI = Needs Improvement/Developing U = Unsatisfactory

Domain 1 Student Achievement **Highly Effective Effective Needs Improvement/Developing Unsatisfactory (20%)** Student Achievement: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of state student academic standards and district adopted curricula and regularly evaluate, monitor, and provide feedback to staff on instructional delivery.	

Standard 1 Student Learning Results
Effective school leaders achieve results on the school's student learning goals.

Standard 2 Student Learning as a Priority
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Domain 2 Instructional Leadership **Highly Effective Effective Needs Improvement/Developing Unsatisfactory (40%)** Instructional Leadership: The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.	

Standard 3 Instructional Plan Implementation
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Standard 4 Faculty Development
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Standard 5: Learning Environment
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Domain 3 Organizational Leadership **Highly Effective Effective Needs Improvement/Developing Unsatisfactory (20%)** Instructional Leadership: The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.	

Standard 6: Decision Making
Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Standard 7 Leadership Development
Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Standard 8 School Management
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Standard 9 Communication
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Domain 4 Professional and Ethical Behavior **Highly Effective Effective Needs Improvement/Developing Unsatisfactory (20%)** This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.	

Standard 10 Professional and Ethical Behaviors
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Sumter Leadership Annual Performance Level Calculation Form

Sumter Leadership Annual Performance Level

Administrator:		School Year:	2015-2016

Leadership Practice Score = 46% of Overall

	Points	Rating
Domain 1: Student Achievement (20%)		
Domain 2: Instructional Leadership (40%)		
Domain 3: Organizational Leadership (20%)		
Domain 4: Professional & Ethical Behavior (20%)		
	Total	

Deliberate Practice Score = 20% of Overall

Goal Rating	Points Assigned
Highly Effective	4
Effective	3
Needs Improvement/Developing	2
Unsatisfactory - Progressing	1
Unsatisfactory	0

	Points	Rating
Goal #1 - School Improvement		
Goal #2 - Professional Development		
Goal #3 - Personal Development		
	Total	

Student Growth Measure = 34% of Overall

	Score
Enter % Below (Average of Current Year and Prior Year or Current Year if Year 1)	
Years Used for Evaluation	
Schoolwide VAM (Reading & Math), State and District Assessments	

Annual Performance Level

Domain Rating	Point Assigned	Final Rating Scale
Highly Effective	4	3.2001 to 4.0000
Effective	3	2.4001 to 3.2000
Needs Imp./Dev.	2	2.0000 to 2.4000
Unsatisfactory	1	0.0000 to 1.9999

	Points	Rating
Annual Performance Level		
Eligible for Performance Based Pay		

Signatures

Administrator Signature	Date
Evaluator Signature	Date

Professional Improvement Plan Form

SUMTER COUNTY PUBLIC SCHOOLS

Administrative - Professional Improvement Plan (PIP)

Employee Name:		EIN:	
Evaluator:		School Year:	
Assignment:		School Site:	

Targeted Domain:		Targeted Standard:	

Growth Goal:

Evaluator Recommendations for Professional Learning:

Administrator Reflection on Completed Professional Learning:

Targeted Domain:		Targeted Standard:	

Growth Goal:

Evaluator Recommendations for Professional Learning:

Administrator Reflection on Completed Professional Learning:

Administrator Signature - FALL	Evaluator Signature - FALL	Date

Administrator Signature - SPRING	Evaluator Signature - SPRING	Date

Unsatisfactory Rating Growth Plan

SUMTER COUNTY PUBLIC SCHOOLS
Administrative - Unsatisfactory Rating - Growth Plan

Employee Name:		EIN:	
Evaluator:		School Year:	
Assignment:		School Site:	

Targeted Domain(s):		Targeted Standard(s):	
Deliberate Practice:		Student Growth:	

Notice Date:

Action Plan:

Evaluator Recommendations/Assistance for Professional Learning:

Timeline for Completion:

Review of Evidence and Date of Review:

Results with Evidence of Completion:

Evaluator Recommendations for Future Growth:

Administrator Reflection:

Administrator Signature - FALL	Evaluator Signature - FALL	Date

Administrator Signature - SPRING	Evaluator Signature - SPRING	Date

3. **Other Indicators of Performance**

Directions:

The district shall provide:

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

Examples include the following:

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

Deliberate Practice for Professional Growth as a Multiple Measure

Deliberate Practice is summarized as an additional measure of school leader evaluation and is outlined on a summary form delineating three (3) annual goals established collaboratively with the school administrator: school improvement, professional development, and personal development. Using the *Deliberate Practice* form, the school administrator records targets to assess intermittent progress and, later, to document achievement toward same. Goals and expectations that are established incorporate High Effect Size Strategies, Florida's Common Language of Instruction, and, as applicable, recommendations evident from each administrator's previous evaluation. Performance responsibilities are clearly outlined by designating the task, actions to be taken, timeline, result, and proof of evidence. Goal setting is tied closely to the *Leadership Appraisal Matrix* as a measure of both student achievement and leadership actions that create opportunities for all school administrators.

Deliberate Practice Score

The *Deliberate Practice* goal setting form is designated for use with principals, assistant principals and assistant principal interns and comprises 20% of the overall score. The *Deliberate Practice* metric will have three specific measureable goals all weighted equally. Each goal will have intermittent progress targets.

· ·

Performance Ratings

Through the preponderance of evidence provided by the school administrator and documented by the supervisor the overall performance ratings will be determined. Performance ratings options are as follows:

- **Highly Effective** - Goal met, all intermittent progress targets achieved, and verifiable improvement in leaders performance.
- **Effective -** Goal met, intermittent progress targets achieved....impact not yet evident.
- **Needs Improvement** - Goal not met, but some intermittent progress targets met.
- **Unsatisfactory** - Goal not met, nothing beyond 1 intermittent progress target met.

Deliberate Practice as a Multiple Measure Form

LEADERSHIP APPRAISAL GOAL SETTING BASED ON HIGH EFFECT SIZE STRATEGIES
Established Beginning of Year and Monitored at Mid-year

School Leader   _____   Date _____

Site   _____   School Year _____

Deliberate practice Goal: School Improvement

Florida Principal Leadership Standard:

Measurable Goal:

Intermittent Progress Targets:

Rating Criteria: Co-developed upon selection of goal with descriptions provided to leader to achieve HE, E, NI/D, U

Evidence of Achievement

Rating

Deliberate practice Goal: Professional Development

Florida Principal Leadership Standard:

Measurable Goal:

Intermittent Progress Targets:

Rating Criteria: Co-developed upon selection of goal with descriptions provided to leader to achieve HE, E, NI/D, U

Evidence of Achievement

Rating

School Leader _____   Date _____
Site _____   School Year _____

Deliberate Practice Goal: Personal Development

Florida Principal Leadership Standard:

Measurable Goal:

Intermittent Progress Targets:

Rating Criteria: Co-developed upon selection of goal with descriptions provided to leader to achieve HE, E, NI/D, U

Evidence of Achievement

Rating

Administrator's Signature _____   Date _____

Supervisor's Signature _____   Date _____

Signature denotes receipt of a copy of the evaluation and not necessarily agreement.

Copies: Personnel (original)   Supervisor   Employee

4. **Summative Evaluation Score**

Directions:

The district shall provide:

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

••

The school leader assessment is aligned with the purpose of 1012.34 F.S. and applicable to State Board rules (e.g., 6A-5.065, and 6A-5.080) to provide quality feedback to school administrators on improvement efforts and to provide substance for an annual summative performance level evaluation based on indicators of proficiency. The annual summative performance level is based on two factors:

- **Leadership Practice Score** is an assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). An effectiveness rating on the Sumter *Leadership Appraisal Matrix* provides for feedback and growth based on work of the school administrator and impact on colleagues. This metric equals 46% of the overall score.
- **Deliberate Practice for Professional Growth as a Multiple Measure** is based on goal setting and accomplishment in three specific areas: school improvement, professional development, and personal development. All goals are weighted equally. This metric equals 20% of the overall score.
- **Student Growth Measures Score** is the annual performance outcome of students assigned to the school and is based on designated growth measures used and "cut points" applied to conform to state law and State Board of Education rules. This metric equals 34% of the overall score.

Summary of Scoring Process

Score on indicators	Preponderance of evidence documented in matrix
Score on standards	Preponderance of evidence documented in matrix
Score on domains	Preponderance of evidence documented in matrix
Score on Sumter Leadership Appraisal Matrix	Based on formula in this guide
Score on Deliberate Practice Metric	Based on formula in this guide
Calculate Student Growth Measure Score	Use district scale for Student Growth Measure
Calculate Annual Performance Level	Combine *Leadership Practice Score*, *Deliberate Practice Score and Student Growth Measures Score* based on formula in this guide

••

Multi-dimensional Leadership Evaluation

Leadership Practice uses the *Leadership Appraisal Matrix to* describe a fair and clear system for evaluating behaviors and characteristics of leaders based on observation of the leader's actions and the leader's impact on actions and behaviors of others. Ratings include "highly effective," "effective," "needs improvement," or "unsatisfactory." The matrix is weighted to arrive at score ranges for these proficiency levels. Striving toward increased aptitude, the leader demonstrates understanding of the following performance designations assigned by law:

- **Highly Effective** leaders have an impact on an entire organization and are a primary source of developing additional leadership in their organization. Their performance is beyond effective. They routinely share their ideas, mentor others and view their roles as improving a single entity but also acting as an agent of system-wide improvement.
- **Effective** leaders impact organizational needs within their school by reinforcing and challenging students, teachers and leaders within. They meet requirements for success. Their performance is both adequate and necessary for improvement and clearly makes a contribution to their school. While their work is challenging, rigorous, and demanding, they can be proud of their achievements.
- **Needs Improvement** leaders demonstrate potential but lack sufficient proficiencies to improve student learning, instructional practice, and/or other responsibilities. They understand what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become more effective leaders within a reasonable time.
- **Developing** is the designation reserved solely for candidates in the Aspiring Educational Administrator Program who have garnered an "assistant principal intern" placement at a school. Adjustments are made by evaluators as appropriate on the school leader evaluation rubric regarding expectations of assistant principal interns vs. bona fide assistant principals or principals. For the assistant principal interns, levels of proficiency including depth, breadth, knowledge, skill, and evidence of demonstration may be modified as deemed appropriate by the evaluator.
- **Unsatisfactory** describes leaders who are inadequate. They do not understand what is required for proficiency or have demonstrated through their action and inaction that they choose not to strive for improvement. The goal is to identify, define, and document inadequate performance and make necessary changes very quickly.

Deliberate Practice is summarized as an additional measure of school leader evaluation and is outlined on a summary form delineating three (3) annual goals established collaboratively with the school administrator: school improvement, professional development, and personal development. Using the *Deliberate Practice* form, the school administrator records targets to assess intermittent progress and, later, to document achievement toward same. Goals and expectations that are established incorporate High Effect Size Strategies, Florida's Common Language of Instruction, and, as applicable, recommendations evident from each administrator's previous evaluation. Performance responsibilities are clearly outlined by designating the task, actions to be taken, timeline, result, and proof of evidence. Goal setting is tied closely to the Leadership Appraisal Matrix as a measure of both student achievement and leadership actions that create opportunities for all school administrators.

Student Growth Measure, as a final determinant, accounts for student learning, reflects impact of the leader's behavior on others, and is part of computing the annual performance level for individual school administrators. As reported to the district by the state, the Student Growth Measure is calculated based the performance of students assigned to the school over a three-year (3) period or, as applicable, less than three years if student growth data is not available for an evaluation. Student performance must be measured under s. 1008.22 requirements. According to SB 736, a learning growth model will be established for the Florida Standards Assessment and other statewide assessments to measure the effectiveness of the school administrator based on what a student learns.

Annual Performance Level is the summative designation given to combining final scores. The *Leadership Appraisal Matrix is* used in determining the Leadership Practice Score. In turn, the *Leadership Practice Score*, *Deliberate Practice Score* and *Student Growth Measures* are combined to arrive at the *Annual Performance Level.* Incorporating data provided by the state, this rating is calculated by the district and becomes part of the personnel record. Further details are provided in an accompanying scoring guide for leadership appraisal.

5. **Additional Requirements**

Directions:

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Description of the district's peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].
- If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].

The district's organizational chart identifies all administrative positions and the supervisory chain of command. With input from district administrators, the superintendent completes all summative evaluations for school principals.

Evaluator Training and Monitoring: Superintendent, Directors of Elementary/Secondary Education & Principals

Professional development for evaluators provides the following:

- A deeper understanding of the research framework;
- Assistance in developing inter-rater reliability;
- Developing proficiency in distinguishing levels within the evaluation matrix;
- Ensuring reliability checks in use of the matrix;
- Enhancing abilities to provide feedback using the Common Language of Instruction;
- Conveying protocols, processes and procedures for implementing the evaluation system.

For these purposes, the district will ensure quality training of evaluators prior to commencing evaluation during the school year. Initial training will be conducted by The Leadership and Learning Center while subsequent training will be provided by the Human Resources Department. The district evaluators will monitor evaluation performance results and serve as mediators when discrepancies exist. They will frequently converse, collaborate, and compare outcomes to guarantee reliability and consistency of the evaluation system across the district.

Training for School Leaders: Principals, Assistant Principals, Assistant Principal Interns and Evaluators: Directors of Elementary/Secondary Education, Principals

At the initial introduction of this evaluation system, an expert consultant from The Leadership and Learning Center will provide a full day of training to school leaders and evaluators including the following:

- review of performance appraisal instruments and associated documents
- content
- procedures
- expectations
- evidence collection and scoring
- self-check of alignment
- support tools for the person being evaluated including Common Language of Instruction
- mentoring
- professional development opportunities

Subsequently, training will be provided in-house incorporating the same topics for new hires or those needing follow-up.

••

Pre-planning for Evaluation

In preparation for initial contact with school leaders concerning *Deliberate Practice as a Multiple Measure*, the superintendent solicits input from district administrators and relies on respective contributions of evaluators responsible for elementary and secondary levels in drafting individual or collective, annual goals. Three (3) goals are determined for each school leader: a school improvement goal, a professional goal, and a personal goal. The goal setting is based on prior evaluation needs, current school/district needs, student performance historical data, new legislative requirements, and the Florida Principal Leadership Standards. After preparing the goals, district administrators responsible for the evaluations schedule individual, initial conferences with school administrators to deliver and discuss expectations and associated dynamics of Deliberate Practice initiatives. As the superintendent prepares the *Deliberate Practice Multiple Measure* form for each principal, the principal does likewise for school level assistant principals and/or assistant principal interns.

Initial Conference

Prior to the end of September the initial conference is scheduled by the superintendent or designee with the principal. In turn, the principal conducts the initial conference with the assistant principal and/or assistant principal intern during that same month. The purpose of the initial conference is to review and establish clear expectations and set goals for the year that focus on student achievement, individual strengths, system priorities, and unique situational circumstances. The school leader is responsible throughout the year for collecting evidence to document established goals. The initial conference may include the following intents:

- Discuss domains, standards and indictors related to student achievement, staff professional development needs, school improvement, system issues, school site developments, personal growth needs, or other pertinent topics.
- Establish *Deliberate Practice* goals that interface with school and district goals.
- Discuss student growth data and measures of performance.
- Consider means that support continuous school improvement.
- Review collection of evidence to document demonstration of the leadership domains, standards and indicators such as on-site interviews, observations, work site analysis, management information system reports, annual reports, school improvement initiatives, student performance, customer surveys, and teacher/parental input as appropriate.
- Discuss school leadership expectations concerning the effective use of the Sumter County Schools' Framework for Teaching evaluation instrument.
- Promote professional development and opportunities to improve skills and knowledge.
- Determine how input will be secured from parents, teachers, and customers (climate surveys).

- Determine how to maintain a positive and collaborative relationship with stakeholders to increase student achievement.
- Answer questions.
- Provide mentoring.

Mid-year Conference and Monitoring/Formative

The mid-year conference is a collaborative, monitoring meeting between the administrator being evaluated and the evaluator responsible for conducting the evaluation: assistant principal or assistant principal intern evaluated by the principal; principal evaluated by an appropriate district program elementary or secondary director. Formative in nature, it is conducted in December or January to discuss and record progress on accomplishing annual goals cited on the *Deliberate Practice Multiple Measure* and produce evidence for ratings on meeting proficiency levels detailed in the *Leadership Appraisal Matrix*. Evidence at this time could come from frequent site visits by the evaluator and other district administrators, supervisor observations, artifacts, data, a portfolio, interviews, surveys and other accumulated information analyzed in the context of the evaluation indicators. The responsibility for producing appropriate evidence rests with the individual being evaluated while the evaluator is responsible for detailed documentation of same for use by the superintendent in the final conference.

The mid-year conference is an opportunity for praise, encouragement, and recommendations. It also provides an opportunity for coaching, mentoring, and timely feedback. From the conference, recommendations for professional development may evolve or further association with like communities of practice. All domains, standards and indicators are part of the discussion and documentation.

A deadline prior to the final conference is afforded for follow up submission of evidence in areas where little or no evidence is presented in the mid-year conference. These are areas that would otherwise result in a "Needs Improvement/Developing" or "Unsatisfactory" rating but might also be intended as evidence to bolster a rating upward. Any actions or inactions that might result in an "Unsatisfactory" rating on a domain, standard or indicator if not improved are communicated. Accompanied by appropriate forms (*Sumter Leadership Annual Performance Level Calculation, Leadership Evaluation Proficiency Conference Form, Leadership Evaluation Proficiency Conference Form Summary,* and *Deliberate Practice as a Multiple Measure*), the evaluator also submits a documented list or narrative of evidence to the superintendent. Although this process is led by the district evaluator for school principals, the mid-year conference is to be conducted by the principal for assistant principals and assistant principal interns assigned to the school site.

Preparation for a Consolidated Performance Assessment

The superintendent will use the following forms and written information in preparation for the consolidated performance assessment:

- *Sumter Leadership Annual Performance Level Calculation*
- *Leadership Evaluation Proficiency Conference Form*

- *Leadership Evaluation Proficiency Conference Form Summary*
- *Deliberate Practice as a Multiple Measure*
- Documented listing or narrative submitted by the evaluator
- *Student Growth Measures* on state assessment provided by the state
- Parental/teacher input through annual Climate Survey results
- School recruitment and retention statistics of effective or highly effective teachers per SB 736
- Improvement in the percentage of classroom teachers evaluated at the effective or highly effective levels SB 736
- Other leadership practices that result in improved student outcomes

The superintendent relies on this information and a personal meeting with the evaluator to discuss, and tentatively calculate an individual's overall appraisal and *Annual Performance Level*…the final evaluation rating for each school principal. At this time, the superintendent also considers parental and teacher input as appropriate evidence into the school leader's evaluation. The superintendent uses the Annual Performance Level Calculation electronic form to accumulate evidence, consolidate ratings, and summarize the outcome for principals. The site administrator does likewise for assistant principals and assistant principal interns.

Final Conference/Summative

Based on this determination and prior to September 15th, a final conference is held between the Superintendent of Schools and individual school principal to present the *Annual Performance Level* rating. In the case of the assistant principal or assistant principal intern, the site administrator conducts the summative conference*.* The purposes of the final conference are noted:

- Review all evidence submitted.
- Discuss the individual's performance rating on the *Leadership Appraisal Matrix* reflecting the Florida Principal Leadership Standards and arrival at one of four possible performance levels to determine the *Leadership Practice Score* and associated proficiency designation.
- Consider accomplishment status of each of three (3) predetermined goals listed as *Deliberate Practice* and determine the combined final proficiency level.
- Determine impact of the *Student Growth Measure* and proficiency level.
- *Consider parent and teacher Climate Survey responses.
- *Review the administrator's evaluation of instructional personnel and all pertinent data to determine improvement in the percentage of classroom teachers evaluated at the effective or highly effective level.
- *Review school recruitment and retention statistics of effective or highly effective teachers.
- Combine all for an *Annual Performance Level* designation.
- Discuss areas of commendation, where improvement can be accomplished, professional development needed, and how assistance can be provided to help achieve a higher level of performance while also discussing employment consequences based on a less than desirable

performance level and procedures for moving forward.

- File final, signed *Annual Performance Level Calculation* form in the Personnel Department to become part of the individual's personnel record (copy provided to the school leader). The Personnel Department will comply with 1012.34 reporting requirements to the Florida Department of Education.

*Measures of practice or job responsibilities shall be incorporated into the leadership practice portion of the performance level rating.

••

During the final conference the evaluator and administrator discuss areas where improvement can be accomplished, professional development is needed, and how assistance can be provided to help achieve a higher level of performance.

Professional Improvement Plans incorporate personal and school improvement initiatives and contain evidence of professional training pursuits available through various platforms such as face-to-face, webinars, online programming purchased for district-wide use, and other forms of learning. Records maintained by the district attest to an individual's professional development activities coupled with expectation and monitoring for implementation and resulting student performance improvements.

Likewise, annual professional development needs assessment results are compiled and stimulate directives and initiatives for the subsequent year. Needs assessment results are received from all administrators, teachers, and non-instructional personnel.

••

Professional Improvement Plan (PIP)

Any individual receiving a less than effective overall evaluation score must complete a *Professional Improvement Plan.* No later than September 30, evaluator will collaborate with administrators to develop a PIP. The plan will address up to three areas for improvement, that are mutually agreed upon by the evaluator and administrator, as identified by the administrator's performance evaluation rating from the previous school year.

All professional development associated with the *Professional Improvement Plan* must be completed prior to the finalization of the *Leadership Practice* portion of the evaluation.

Professional Improvement Plans support the district's commitment to provide direction and support to personnel who are experiencing difficulty in meeting professional performance standards. The program calls together professionals to provide assistance in helping an individual be successful. The highest level of success is realized when an employee ceases to rely upon external support and direction and, instead, becomes self-motivated in a personal program of professional growth.

This does not preclude dismissal or other administrative actions as otherwise provided for under law or contract.

Please see Appendix: C

"Unsatisfactory" Rating Growth Plan

An overall rating of "less than effective" is followed by a written explanation with suggestions, assistance and a timeline for improvement. At the Superintendent's discretion, a rating on any leadership domain, standard, indicator, deliberate practice, or student growth measure of "unsatisfactory" may be accompanied by a written explanation.

Should an individual receive an overall rating of "unsatisfactory," a plan will be developed to allow the individual to improve performance including a timeline and suggested assistance (inservice, college level intervention, model visit and follow-up plan, training, seminars, peer mentor, on-site assistance, etc.) for improvement. This plan will be collaboratively developed between the district and a university designee for completers of Sumter's aspiring educational administrator program who are in their first two years of being a new principal or collaboratively among the superintendent and district evaluators for a more seasoned school level principal.

Results from the remediation plan will be documented in a portfolio format, and data collected will be produced as evidence. Required feedback is necessary from the district, cooperating university (as applicable) and principal being evaluated*.*

For any person employed as a member of the administrative staff, the initial annual contract within each job classification shall include a 97 day probationary period during which time the employee's contract may be terminated without cause or the employee may resign without breach of contract (F.S. 1012.33(1)(b). An administrative employee with less than three (3) years of administrative experience in Sumter County shall be appointed to a one (1) year contract and with no unsatisfactory annual evaluations shall be appointed to a three (3) year contract after completion of their third year of administrative service. This three (3) year contract shall be extended unless a recommendation to the contrary, based on Just Cause as defined in School Board Policy, is made by the Superintendent to the School Board.
Re-employed retirees will remain on annual contract.

The district school superintendent shall annually notify the department of any school administrators who receive two consecutive unsatisfactory evaluations. The district school superintendent shall also notify the department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to a. 1012.795.

The *Sumter Leadership Appraisal Matrix,* considered as one element in the school district's leadership evaluation, is designed to incorporate all four domains of the Florida Principal Leadership Standards: Student Achievement, Instructional Leadership, Organizational Leadership, and Professional and Ethical Behavior. The domains are defined by ten (10) interfacing standards and are further described by specific indicators of a scoring rubric classifying behaviors and characteristics of leaders at four (4) performance levels. All principals, assistant principals*,* and assistant principal interns are evaluated annually by their immediate supervisor using the Sumter School District *Leadership Appraisal Matrix*. Such evaluation shall be ongoing, sufficiently specific, and frequent enough to support demonstrated proficiency.

Complementing the *Leadership Appraisal Matrix* are additional gauges of performance: *Deliberate Practice* and *Student Growth Measures* that, when combined provide an *Annual Performance Level* rating. This is an overall rating encompassing outcomes from each of these measures and is the culmination of a year's work reflective of the success of the school leader.

· ·

Parental Input

A mechanism is available to provide parents an opportunity for input into the school leader's evaluation through climate surveys conducted annually. Surveys are completed electronically and anonymously with a single click response to multiple questions that respect participants' time and opinions. The outcome is helpful in identifying perceptions about school climate that impact staff, the learning environment, and student achievement. Using this mechanism, consideration is afforded to prevalent judgments and insightful views during continuous improvement planning. It is imperative that teachers are motivated to teach and students motivated to learn in order to sustain a healthy culture for learning. With a positive school climate benefitting students, teachers and staff, the district and schools continually analyze and improve services based on climate survey results.

The parent survey is sent home annually with every student in the school system and includes ten (10) categories, one directed specifically toward school leadership and others indicative of leadership influence for overall impact. The parent survey consists of forty six (46) questions divided among the following categories: Instructional Leadership, Clear and Focused Mission, Safe and Orderly Environment, Positive School Climate, High Expectations, Monitoring of Student Achievement, Emphasis on Essential Skills, Maximum Opportunities for Learning, Parent and Community Involvement, and Technology in the Home.

The teacher survey is inclusive of all in the building and has eleven (11) categories with one specifically for collecting opinions on school leadership and others with a more global sense of leadership influence. The teacher survey consists of seventy two (72) questions divided among the following categories: Instructional Leadership, Clear and Focused Mission, Safe and Orderly Environment, Positive School Climate, High Expectations for Student Learning, Frequent Monitoring of Student Achievement, Mastery of Essential Skills, Maximum Opportunities for Learning, Parent and Community Involvement, Teachers as Professionals, and an open ended question on Change.

The evaluator determines the impact of survey results to provide input into the school leader evaluation. A weight is not assigned as a measurement mechanism but instead, conversation, influence, and consideration of opinions are incorporated in the *Leadership Appraisal Matrix* ratings under Florida Principal Leadership Standard 9.

•••

The district does not use a peer assistance process.

•••

Teacher Input

A mechanism is available to provide teachers an opportunity for input into the school leader's evaluation through climate surveys conducted annually. Surveys are completed electronically and anonymously with a single click response to multiple questions that respect participants' time and opinions. The outcome is helpful in identifying perceptions about school climate that impact staff, the learning environment, and student achievement. Using this mechanism, consideration is afforded to prevalent judgments and insightful views during continuous improvement planning. It is imperative that teachers are motivated to teach and students motivated to learn in order to sustain a healthy culture for learning. With a positive school climate benefitting students, teachers and staff, the district and schools continually analyze and improve services based on climate survey results.

The teacher survey is inclusive of all in the building and has eleven (11) categories with one specifically for collecting opinions on school leadership and others with a more global sense of leadership influence. The teacher survey consists of seventy two (72) questions divided among the following categories: Instructional Leadership, Clear and Focused Mission, Safe and Orderly Environment, Positive School Climate, High Expectations for Student Learning, Frequent Monitoring of Student Achievement, Mastery of Essential Skills, Maximum Opportunities for Learning, Parent and Community Involvement, Teachers as Professionals, and an open ended question on Change.

The evaluator determines the impact of survey results to provide input into the school leader evaluation. A weight is not assigned as a measurement mechanism but instead, conversation, influence, and consideration of opinions are incorporated in the *Leadership Appraisal Matrix* ratings under Florida Principal Leadership Standard 9.

6. District Evaluation Procedures

Directions:

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

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

···

Final Conference/Summative

Based on this determination and prior to September 15th, a final conference is held between the Superintendent of Schools and individual school principal to present the *Annual Performance Level* rating. In the case of the assistant principal or assistant principal intern, the site administrator conducts the summative conference. The purposes of the final conference are noted:

- Review all evidence submitted.
- Discuss the individual's performance rating on the *Leadership Appraisal Matrix* reflecting the Florida Principal Leadership Standards and arrival at one of four possible performance levels to determine the *Leadership Practice Score* and associated proficiency designation.
- Consider accomplishment status of each of three (3) predetermined goals listed as *Deliberate Practice* and determine the combined final proficiency level.
- Determine impact of the *Student Growth Measure* and proficiency level.
- *Consider parent and teacher Climate Survey responses.
- *Review the administrator's evaluation of instructional personnel and all pertinent data to determine

improvement in the percentage of classroom teachers evaluated at the effective or highly effective level.

- *Review school recruitment and retention statistics of effective or highly effective teachers.
- Combine all for an *Annual Performance Level* designation.
- Discuss areas of commendation, where improvement can be accomplished, professional development needed, and how assistance can be provided to help achieve a higher level of performance while also discussing employment consequences based on a less than desirable performance level and procedures for moving forward.
- File final, signed *Annual Performance Level Calculation* form in the Personnel Department to become part of the individual's personnel record (copy provided to the school leader).

The Personnel Department will comply with 1012.34 reporting requirements to the Florida Department of Education.

*Measures of practice or job responsibilities shall be incorporated into the leadership practice portion of the performance level rating.

7. __District Self-Monitoring__

__Directions:__

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

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

••

Evaluator Training and Monitoring: Superintendent, Directors of Elementary/Secondary Education & Principals

Professional development for evaluators provides the following:

- A deeper understanding of the research framework;
- Assistance in developing inter-rater reliability;
- Developing proficiency in distinguishing levels within the evaluation matrix;
- Ensuring reliability checks in use of the matrix;
- Enhancing abilities to provide feedback using the Common Language of Instruction;
- Conveying protocols, processes and procedures for implementing the evaluation system.

For these purposes, the district will ensure quality training of evaluators prior to commencing evaluation during the school year. Initial training will be conducted by The Leadership and Learning Center while subsequent training will be provided by the Human Resources Department. The district evaluators will monitor evaluation performance results and serve as mediators when discrepancies exist. They will frequently converse, collaborate, and compare outcomes to guarantee reliability and consistency of the evaluation system across the district.

Training for School Leaders: Principals, Assistant Principals, Assistant Principal Interns and Evaluators: Directors of Elementary/Secondary Education, Principals

At the initial introduction of this evaluation system, an expert consultant from The Leadership and Learning Center will provide a full day of training to school leaders and evaluators including the following:

- review of performance appraisal instruments and associated documents
- content
- procedures
- expectations
- evidence collection and scoring
- self-check of alignment
- support tools for the person being evaluated including Common Language of Instruction
- mentoring
- professional development opportunities

Subsequently, training will be provided in-house incorporating the same topics for new hires or those needing follow-up.

Pre-planning for Evaluation

In preparation for initial contact with school leaders concerning *Deliberate Practice as a Multiple Measure*, the superintendent solicits input from district administrators and relies on respective contributions of evaluators responsible for elementary and secondary levels in drafting individual or collective, annual goals. Three (3) goals are determined for each school leader: a school improvement goal, a professional goal, and a personal goal. The goal setting is based on prior evaluation needs, current school/district needs, student performance historical data, new legislative requirements, and the Florida Principal Leadership Standards. After preparing the goals, district administrators responsible for the evaluations schedule individual, initial conferences with school administrators to deliver and discuss expectations and associated dynamics of Deliberate Practice initiatives. As the superintendent prepares the *Deliberate Practice Multiple Measure* form for each principal, the principal does likewise for school level assistant principals and/or assistant principal interns.

Initial Conference

Prior to the end of September the initial conference is scheduled by the superintendent or designee with the principal. In turn, the principal conducts the initial conference with the assistant principal and/or assistant principal intern during that same month. The purpose of the initial conference is to review and establish clear expectations and set goals for the year that focus on student achievement, individual strengths, system priorities, and unique situational circumstances. The school leader is responsible

throughout the year for collecting evidence to document established goals. The initial conference may include the following intents:

- Discuss domains, standards and indictors related to student achievement, staff professional development needs, school improvement, system issues, school site developments, personal growth needs, or other pertinent topics.
- Establish *Deliberate Practice* goals that interface with school and district goals.
- Discuss student growth data and measures of performance.
- Consider means that support continuous school improvement.
- Review collection of evidence to document demonstration of the leadership domains, standards and indicators such as on-site interviews, observations, work site analysis, management information system reports, annual reports, school improvement initiatives, student performance, customer surveys, and teacher/parental input as appropriate.
- Discuss school leadership expectations concerning the effective use of the Sumter County Schools' Framework for Teaching evaluation instrument.
- Promote professional development and opportunities to improve skills and knowledge.
- Determine how input will be secured from parents, teachers, and customers (climate surveys).
- Determine how to maintain a positive and collaborative relationship with stakeholders to increase student achievement.
- Answer questions.
- Provide mentoring.

Mid-year Conference and Monitoring/Formative

The mid-year conference is a collaborative, monitoring meeting between the administrator being evaluated and the evaluator responsible for conducting the evaluation: assistant principal or assistant principal intern evaluated by the principal; principal evaluated by an appropriate district program elementary or secondary director. Formative in nature, it is conducted in December or January to discuss and record progress on accomplishing annual goals cited on the *Deliberate Practice Multiple Measure* and produce evidence for ratings on meeting proficiency levels detailed in the *Leadership Appraisal Matrix*. Evidence at this time could come from frequent site visits by the evaluator and other district administrators, supervisor observations, artifacts, data, a portfolio, interviews, surveys and other accumulated information analyzed in the context of the evaluation indicators. The responsibility for producing appropriate evidence rests with the individual being evaluated while the evaluator is responsible for detailed documentation of same for use by the superintendent in the final conference.

The mid-year conference is an opportunity for praise, encouragement, and recommendations. It also provides an opportunity for coaching, mentoring, and timely feedback. From the conference, recommendations for professional development may evolve or further association with like communities of practice. All domains, standards and indicators are part of the discussion and documentation.

A deadline prior to the final conference is afforded for follow up submission of evidence in areas where little or no evidence is presented in the mid-year conference. These are areas that would otherwise result in a "Needs Improvement/Developing" or "Unsatisfactory" rating but might also be intended as evidence to bolster a rating upward. Any actions or inactions that might result in an "Unsatisfactory" rating on a domain, standard or indicator if not improved are communicated. Accompanied by appropriate forms (*Sumter Leadership Annual Performance Level Calculation, Leadership Evaluation Proficiency Conference Form, Leadership Evaluation Proficiency Conference Form Summary,* and *Deliberate Practice as a Multiple Measure*), the evaluator also submits a documented list or narrative of evidence to the superintendent. Although this process is led by the district evaluator for school principals, the mid-year conference is to be conducted by the principal for assistant principals and assistant principal interns assigned to the school site.

Preparation for a Consolidated Performance Assessment

The superintendent will use the following forms and written information in preparation for the consolidated performance assessment:

- *Sumter Leadership Annual Performance Level Calculation*
- *Leadership Evaluation Proficiency Conference Form*
- *Leadership Evaluation Proficiency Conference Form Summary*
- *Deliberate Practice as a Multiple Measure*
- Documented listing or narrative submitted by the evaluator
- *Student Growth Measures* on state assessment provided by the state
- Parental/teacher input through annual Climate Survey results
- School recruitment and retention statistics of effective or highly effective teachers per SB 736
- Improvement in the percentage of classroom teachers evaluated at the effective or highly effective levels SB 736
- Other leadership practices that result in improved student outcomes

The superintendent relies on this information and a personal meeting with the evaluator to discuss, and tentatively calculate an individual's overall appraisal and *Annual Performance Level*…the final evaluation rating for each school principal. At this time, the superintendent also considers parental and teacher input as appropriate evidence into the school leader's evaluation. The superintendent uses the Annual Performance Level Calculation electronic form to accumulate evidence, consolidate ratings, and summarize the outcome for principals. The site administrator does likewise for assistant principals and assistant principal interns.

Final Conference/Summative

Based on this determination and prior to September 15th, a final conference is held between the Superintendent of Schools and individual school principal to present the *Annual Performance Level* rating.

In the case of the assistant principal or assistant principal intern, the site administrator conducts the summative conference. The purposes of the final conference are noted:

- Review all evidence submitted.
- Discuss the individual's performance rating on the *Leadership Appraisal Matrix* reflecting the Florida Principal Leadership Standards and arrival at one of four possible performance levels to determine the *Leadership Practice Score* and associated proficiency designation.
- Consider accomplishment status of each of three (3) predetermined goals listed as *Deliberate Practice* and determine the combined final proficiency level.
- Determine impact of the *Student Growth Measure* and proficiency level.
- *Consider parent and teacher Climate Survey responses.
- *Review the administrator's evaluation of instructional personnel and all pertinent data to determine improvement in the percentage of classroom teachers evaluated at the effective or highly effective level.
- *Review school recruitment and retention statistics of effective or highly effective teachers.
- Combine all for an *Annual Performance Level* designation.
- Discuss areas of commendation, where improvement can be accomplished, professional development needed, and how assistance can be provided to help achieve a higher level of performance while also discussing employment consequences based on a less than desirable performance level and procedures for moving forward.
- File final, signed *Annual Performance Level Calculation* form in the Personnel Department to become part of the individual's personnel record (copy provided to the school leader). The Personnel Department will comply with 1012.34 reporting requirements to the Florida Department of Education.

··

System Monitoring & Assessment

The system will be monitored and assessed annually by selected administrative personnel and revisions considered as appropriate and necessary for the ultimate purpose of increasing student learning growth. Items reviewed will include the following:

- student data
- school leader and teacher evaluation data
- adherence to system policies, procedures and timelines throughout school year
- professional development needs based on evaluation outcomes
- and other applicable information

Data collected from this process are used to determine next steps in supporting continuous improvement. The superintendent and School Board are advised of findings and responsible for reviewing and/or approving system revisions.

Continuous Improvement

The school leader evaluation system is a capacity building continuum that provides leaders with an understanding of where they need to direct personal leadership abilities and continuous school improvement. The district has a focused process for coordination of evaluation, school improvement and professional development planning, data collection and analysis, and impact monitoring. These elements are wrapped in a continuous cycle with improved student learning growth at its core. Based on data from student performance measures, administrators direct their schools and faculties in the school improvement process. Student data including that of subgroups is analyzed and plans developed to address needs in core content and other specific areas. Formal presentation of individual school plans is afforded the superintendent, school board members, faculty and community at a public hearing to unveil current academic standing, curricular initiatives, and charting of future endeavors. These plans are aligned with the overall district strategic planning.

As more specific data is received over the summer, schools then prepare School Improvement Plans based on statistical information and present same in a formal setting to the superintendent, district administrators, and peers. For this presentation, schools rely on data available in multiple configurations and kept current by Performance Matters. Baseline, mid-year, and end-of-year assessment data used for impact monitoring assist in always having a pulse on projected student outcomes and needs. Adjustments and corrections are made mid-course for purposes of continuous school improvement. These may include professional development, rethinking programs and schedules, provision of extra assistance for struggling students, etc.

Professional Improvement Plans and administrator goal setting incorporate personal and school improvement initiatives and contain evidence of professional training pursuits available through various platforms such as face-to-face, webinars, online programming purchased for district-wide use, and other forms of learning. Records maintained by the district attest to an individual's professional development activities coupled with expectation and monitoring for implementation and resulting student performance improvements. Annual performance evaluation results also help target professional development pursuits at district, school and individual educator level recorded in teacher IPDPs and administrator Deliberate Practice goal setting plans. They form the foundation for school improvement planning.

Likewise, annual professional development needs assessment results are compiled and stimulate directives and initiatives for the subsequent year. Needs assessment results are received from all administrators, teachers, and non-instructional personnel.

Through the district's five-year (5) strategic plan and annual updates, an annual budget is developed and approved. Needs are prioritized, goals analyzed and formulated, and objectives visited in order to ensure the resources necessary for meeting expected or estimated needs. The district adjusts funding priorities to adequately and successfully impact overall student achievement. The school board, using recommendations provided by the finance department, continues to support a responsive budgeting

process that links the district's goals and objectives with appropriate resources. The finance department continues to evaluate and review the district budget. Yearly audits support and confirm effective budget management. The board is further committed to maintaining a 3-5% fund balance level as a "rainy day" reserve.

All of these indicators are part of a continuous improvement process that articulates the vision and purpose the system is pursuing. It engages stakeholders, ensures alignment of school plans with the system's effectiveness and expectations for student learning. It focuses on increasing learning for all students and closing gaps between current and expected student performance levels. The system provides research-based professional development to help achieve improvement goals. Monitoring and communicating results of improvement efforts to stakeholders is routinely part of the culture. Evaluation and documentation of progress is a cyclical for the purpose of providing assistance, allocating resources, providing feedback, and protecting time for planning and engagement to support continuous improvement efforts.

Appendix: A

Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

X The percentage of the evaluation that is based on the performance of students' criterion.

X An explanation of the scoring method, including how it is calculated and combined.

X At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:

X Data for at least three years, including the current year and the two years immediately preceding the current year, when available.

X If less than the three most recent years of data are available, those years for which data are available must be used.

X If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:

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

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

X The percentage of the evaluation system that is based on the instructional leadership criterion.

X At least one-third of the evaluation is based on instructional leadership.

X An explanation of the scoring method, including how it is calculated and combined.

X The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:

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

For all school administrators:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

Description of training programs:

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

Documented:

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

For school administrators:

- ✗ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ✗ Description of the district's criteria for inclusion of parental input.
- ✗ Description of manner of inclusion of parental input.
- ✗ Description of the district's peer assistance process, if any.
- ✗ Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

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

District Self-Monitoring

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

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

Appendix: B

Leadership Appraisal Matrix

School Based Administrator Evaluation Rubric

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT/DEVELOPING	UNSATISFACTORY
(System-wide Impact)	(Local Impact)	(Leadership Potential)	Unsatisfactory describes leaders who are inadequate. They do not understand what is required for proficiency or have demonstrated through their action and inaction that they choose not to strive for improvement. The goal is to identify, define, and document inadequate performance and make necessary changes very quickly.
In addition to "Effective"

Highly effective leaders have an impact on an entire organization and are a primary source of developing additional leadership in their organization. Their performance is beyond effective. They routinely share their ideas, mentor others and view their roles as improving a single entity but also acting as an agent of system-wide improvement. | Effective leaders impact organizational needs within their school by reinforcing and challenging students, teachers and leaders within. They meet requirements for success. Their performance is both adequate and necessary for improvement and clearly makes a contribution to their school. While their work is challenging, rigorous, and demanding, they can be proud of their achievements. | Needs Improvement leaders are principals and assistant principals designated as demonstrating potential but lacking sufficient proficiencies to improve student learning, instructional practice, and/or other responsibilities. They understand what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become more effective leaders within a reasonable time.
Developing is the designation reserved solely for candidates in the Leadership Development Program who have garnered an "assistant principal intern" placement at a school. Adjustments are made by evaluators as appropriate on the school leader evaluation rubric regarding expectations of assistant principal interns vs. bona fide assistant principals or principals. For the assistant principal interns, levels of proficiency including depth, breadth, knowledge, skill and evidence of demonstration may be modified as deemed appropriate by the evaluator. | |

Domain 1: Student Achievement

Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

Standard 1: Student Learning Results

Effective school leaders achieve results on the school's student learning goals.

Indicator 1.1.a The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●District curriculum and instructional initiatives are implemented in all classrooms and classrooms are referenced as "exemplars" throughout district. ●The leader routinely participates in articulation with other schools to ensure learning goals are aligned K-12.	●District curriculum and instructional initiatives are implemented in most classrooms. ●School Improvement Plan strategies align with district and state continuous improvement goals. ●The link between standards and student performance is evident from the posting of proficient student work throughout the building. ●Each academic standard has been translated into student-accessible language.	●District curriculum and instructional initiatives are implemented for "Basic Compliance."	●District curriculum and instructional initiatives are not implemented.

Domain 1: Student Achievement

Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

Standard 1: Student Learning Results

Effective school leaders achieve results on the school's student learning goals.

Indicator 1.1.b Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has a consistent record of improved student achievement on multiple indicators of student success. ●Student success occurs not only on the overall averages, but also in each group of historically disadvantaged students. ●In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. ●Where new challenges emerge, the leader highlights the need, creates effective	●The leader hits the numbers, meeting performance goals for student achievement. ●The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	●There is some evidence of improvement, but insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	●Indifferent to the data, this leader blames students, families, and external characteristics. ●This leader does not believe that student achievement can improve. ●This leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

	interventions, and reports improved results.			

Domain 1: Student Achievement				
Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.				
Standard 2: Student Learning as a Priority				
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.				
Indicator 1.2.a Enables faculty and staff to work as a system focused on student learning	**Highly Effective** **(System-wide Impact)** **In addition to "Effective"**	**Effective** **(Local Impact)**	**Needs Improvement/Developing** **(Leadership Potential)**	**Unsatisfactory**
	●The leader has a system in place for professional learning communities that include expectations, schedules, and consistent monitoring. ●The leader goes beyond district initiatives to improve student performance such as writing curriculum, creating additional formative assessments, and sharing best practices.	●The leader expects faculty to work collaboratively and provides time and resources for professional learning communities. ●The leader requires faculty to consistently and effectively implement school and district initiatives from class to class.	●The leader allows time to collaborate but does not monitor quality of professional learning community activities. ●The leader implements district initiatives but accepts compliance level performance.	●The leader does not allow teachers time to collaborate. ●The leader does not require district initiatives.

Domain 1: Student Achievement

Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

Standard 2: Student Learning as a Priority

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Indicator 1.2.b Maintains a school climate that supports student engagement in learning.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. ●Collaborative learning strategies are used in all classrooms as a routine part of instruction ●Students regularly use technology to work with peers ●All teachers use technology effectively for lesson delivery and facilitate students'	●Classroom disruptions are kept to a minimum ●Master scheduling maximizes student learning opportunities ●Instruction is bell to bell ●Classrooms are set-up to enhance student learning and engagement ●Collaborative learning strategies are used in most classrooms ●A majority of faculty attempt to use technology for lesson delivery, and regularly involve students in the	●Teachers participate in hands-on instruction with follow-up activities ●Collaborative learning strategies are used in some classrooms ●Classrooms are not consistently set-up to enhance student learning and engagement ●Technology is used for internal tasks and communication. ● Individual use by students for research and internet resources is available in a centralized area.	●Collaborative learning strategies are used for basic compliance or are not used at all ●Classrooms are not set-up to enhance student learning and engagement ●Technology is used primarily for administrative tasks. Student access is limited. ●The majority of faculty members demonstrate limited or no use of technology for lesson delivery.

	appropriate use of instructional technology.	appropriate use of instructional technology.	●Some faculty attempt to use technology for lesson delivery and occasionally involve students in the appropriate use of instructional technology.	

Domain 1: Student Achievement

Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

Standard 2: Student Learning as a Priority

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Indicator 1.2.c Generates high expectations for learning growth by all students.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥With others throughout the district, the leader shares strategies that help put into action a belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.	♥The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. ●The leader's priorities are evident through expenditures, scheduling, professional development and goals. ♥The leader's monitoring process generates a shared vision with the faculty of high expectations for students and research-based instructional strategies in classrooms.	♥The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff. ●The leader inconsistently utilizes resources without a focused approach. ♥The leader's monitoring process is inconsistent.	♥The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate. ●The leader's priorities are not evident. ♥A process for monitoring is not present.

Domain 1: Student Achievement Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

Standard 2: Student Learning as a Priority Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Indicator 1.2.d	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	♥The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. ♥Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.	♥Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.	♥Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. ♥Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.	♥The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. ♥Under the leader's direction, no changes in practices or processes have been implemented that are designed to address achievement gaps.

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 3: Instructional Plan Implementation

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Indicator 2.3.a Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations. ♥The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. ● Research-based strategies are shared frequently with faculty, other leaders and throughout the district.	●The leader monitors the alignment of plans and classroom activities to research-based strategies and the FEAPs. ♥The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies ♥The leader Is proficient in use of the Florida common language of instruction to	●The leader is able to identify some research-based strategies. ♥Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	♥Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs. ♥Uses terms in the Florida common language of instruction incorrectly thus misguiding others.

	●The leader is receptive to innovative teaching strategies and willing to facilitate new approaches to instruction.	align school goals with district and state initiatives.		

Domain 2: Instructional Leadership				
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.				
Standard 3: Instructional Plan Implementation				
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.				
Indicator 2.3.b Engages in data analysis for instructional planning and improvement.	**Highly Effective** **(System-wide Impact)** **In addition to "Effective"**	**Effective** **(Local Impact)**	**Needs Improvement/Developing** **(Leadership Potential)**	**Unsatisfactory**
	●Use of data is reflected in all decisions, ranging from course and classroom assignments, to the discontinuation of programs, and matching highly qualified teachers to student needs. ●Inferences from data are shared widely outside the school community in order to scrutinize the analysis and replicate the success of this school leader. ●The leader serves as a resource to other leaders as well as district staff in the disaggregation of data, providing advice regarding	●The leader uses multiple data sources, including state and district assessments, and has at least two years of data. ●The leader can specifically document examples of decisions in teaching assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.	●The leader participates in data-driven decision- making seminars but demonstrates limited evidence of changes based on data. ●Some decisions are based on data, but others are the result of personal preference and tradition.	●Data is rarely used for decisions, and the predominant decision-making methodology is either a popularity contest, an imperial mandate from the leader, or independent decisions that are not informed by data or collaborations with others. ●The leader is indifferent to data and makes no changes in schedule, instruction, curriculum, or leadership compared to the previous year. ●The data screams, "Change!" The leader's

	the types and effective utilization of reports. ●The leader uses multiple data sources, including state and district assessments, and has at least three years of data.			actions say, "Everything is just fine."

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 3: Instructional Plan Implementation

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Indicator 2.3.c	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Communicates the relationships among academic standards, effective instruction, and student performance.	●The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement with other school leaders. ●The leader empowers teaching and administrative staff to draw inferences from data.	●The leader disaggregates data and conferences with teachers to assist in identifying patterns in student achievement and strategy implementation. ●The leader has trained faculty and staff to examine student and staff performance by grade, department, and student subgroups. ● Data insights are regularly the subject of faculty meetings. ●The leader ensures that professional learning communities are focused on	●The leader is able to review data to identify patterns in student achievement. ●The leader is aware of classroom, school, state, and district results, and has discussed those results with staff. ♥The leader inconsistently shares knowledge with staff to increase student achievement.	●The leader relies on district staff for data. ●The leader does not share knowledge with staff to increase student achievement.

		student achievement, including reviews of individual student work compared to standards.		

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 3: Instructional Plan Implementation

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Indicator 2.3.d Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader requires the deconstruction of state academic standards to ensure activities, assignments and assessments are aligned to the correct depth of knowledge. ●District curriculum and instructional initiatives are implemented in all classrooms and classrooms are referenced as "exemplars" throughout district.	● The leader requires the deconstruction of state academic standards for the creation of lesson plans and instruction. ●The leader monitors lesson plans and classroom instruction to ensure state academic standards are being implemented. ●Each state academic standard has been translated into student-accessible language. ●The link between standards and student performance is	● The leader doesn't consistently monitor lesson plans and classroom instruction to ensure state academic standards are implemented. ●The leader ensures that standards are posted, and required training has been conducted. ●District curriculum and instructional initiatives are implemented for "basic compliance."	● The leader doesn't monitor lesson plans and classroom instruction to ensure state academic standards are implemented. ●Classroom curriculum is a matter of individual discretion and doesn't follow district curriculum maps. ●District curriculum and instructional initiatives are not implemented.

		evident from the posting of proficient student work throughout the building. ●District curriculum and instructional initiatives are implemented in most classrooms.		

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 3: Instructional Plan Implementation

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Indicator 2.3.e Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥ Formative assessments are part of the school culture, and interim assessment data is routinely used to review and adapt plans and priorities that result in increased student achievement. ●This leader coaches other leaders on effective use of formative and interim assessment results.	●The leader uses formative and interim assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. ●These specific and observable changes result in increased achievement for students.	●There is inconsistency in how formative and interim assessment data are used to change schedules, instruction, curriculum, or leadership.	●The leader does not use formative and interim assessment data to change schedules, instruction, curriculum, or leadership

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4 Faculty Development

Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.a Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives. ●The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.	●Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. ●The leader offers professional learning opportunities that are aligned to the strategic objectives and the school improvement plan. ●The decisions of the leader are aligned to the vision, mission, and strategic priorities of the organization and are based on current data.	●The leader has established student achievement goals that are specific and measurable, but these efforts have yet to result in improved student achievement. ●While the vision, mission, and priorities may be visible; they are not consistently linked to the leader's decisions and are not based on current data.	●The goals are neither measurable nor specific. ●The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system. ●The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. ●There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.

Domain 2: Instructional Leadership				
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.				
Standard 4: Faculty Development				
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.				
Indicator 2.4.b Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader is seen by the teaching staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable. ♥The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.	●Observations and evaluations are used for rating purposes but also for coaching and professional development opportunities. ●The leader provides formal feedback consistent with district evaluation instruments, and provides informal feedback to reinforce good performance, highlight strengths, and address needs of faculty and staff. ●District evaluation procedures are followed and timelines are met. ♥The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty	♥The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. ●The leader adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to improve organizational performance. ●District evaluation procedures are not followed or timelines are not met.	♥Monitoring does not comply with the minimum requirements of the district teacher evaluation systems. ●The leader's formal feedback is not specific. ♥Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs. ●District evaluation procedures are not followed and timelines are not met.

		effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.		

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4: Faculty Development

Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.c Employs a faculty with the instructional proficiencies needed for the school population served.	**Highly Effective** **(System-wide Impact)** **In addition to "Effective"**	**Effective** **(Local Impact)**	**Needs Improvement/Developing** **(Leadership Potential)**	**Unsatisfactory**
	♥The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where to find, hire, and retain the most effective teachers.	♥The leader works collaboratively with the staff in the human resources office to define, recruit, and retain effective or highly effective teachers based upon the school population served. ●Employs faculty with certifications and instructional capabilities to meet needs of the school's unique student body.	♥The leader relies on the district office to post notices of vacancies and identify potential applicants	♥The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint.

Domain 2: Instructional Leadership				
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.				

Standard 4: Faculty Development				
Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.				

| Indicator 2.4.d

Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. | Highly Effective

(System-wide Impact)

In addition to "Effective" | Effective

(Local Impact) | Needs Improvement/Developing

(Leadership Potential) | Unsatisfactory |
|---|---|---|---|---|
| | ●Leader ensures all teachers complete a school-based professional development needs assessment for instructional planning and improvement. ●Leader creates a culture of continuous improvement, where teachers feel comfortable discussing strengths and weaknesses to identify professional learning needs. | ●Leader ensures all teachers complete the district professional development needs assessment. ●Leader reviews formative and summative evaluation results to identify professional learning needs. ●Leader disaggregates student achievement data to identify professional learning needs. | ●Some teachers complete the district professional development needs assessment. ●Leader identifies professional learning needs based on teacher choice rather than data. | ●Teachers do not complete the district professional development needs assessment. ●Leader is not aware of or is indifferent to the professional learning needs of the teachers. |

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4: Faculty Development

Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.e Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader provides an instructional program where recurring adaptations in instruction address variations in student learning needs, styles, and learning strengths as routine events in all classes.	♥The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty. ●Classroom practices and lesson plans consistently reflect appropriate adjustments based on cultural, racial, and ethnic backgrounds of students. ●The leader strategically uses educational software to meet the needs of diverse learners based on data.	♥The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs, and such individualization is evident in some but not most classes. ●Classroom practices and lessons plans do not consistently reflect differentiation.	♥Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 4: Faculty Development

Effective School Leaders recruit, retain, and develop an effective and diverse faculty and staff.

Indicator 2.4.f Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has demonstrated a record of tailor-made professional development opportunities linked to the needs of each certified staff member. ●Multiple examples exist that verify a standards-based professional learning community. ●Skillful problem solving ensures staff has adequate time and support for professional development. ●All teachers participate in a professional learning community. ●Teachers participate in Lesson Studies as a means to	●The leader has collaborated to create Professional Improvement Plans for faculty members, and professional development activities reflect the prioritized needs of these plans. ●Teachers participate in workshops and conferences outside of the school or district and share acquired information with staff. ●The leader has an effective professional development plan that includes regular faculty meetings devoted to professional development, professional learning communities to support collaboration, coaching and	●The leader is aware of the differentiated needs of faculty, and there are a few instances of differentiated professional development. ●The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues. ●Some professional learning communities are evident but there seems to be no plan in place for monitoring.	●The leader provides professional development that is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs. ●Collaborative practices are nonexistent.

	improve instruction and student performance.	modeling, as well as individual teacher mentoring.		

Domain 2: Instructional Leadership				
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.				
Standard 5: Learning Environment				
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.				
Indicator 2.5.a Maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.	**Highly Effective** **(System-wide Impact)** **In addition to "Effective"**	**Effective** **(Local Impact)**	**Needs Improvement/Developing** **(Leadership Potential)**	**Unsatisfactory**
	♥The leader provides clear, convincing, and consistent evidence of ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. ♥Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation. ●The buildings, public areas, and classrooms reflect the leader's commitment to a personal sense of pride and	♥The leader provides clear evidence of creating and maintaining a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. ♥Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation. ●There is a sense of pride, dignity, order, and safety that permeates the building.	♥The leader provides limited evidence of creating a safe school either in planning or actions. ♥Collects data on curricular and extra-curricular student involvement. ●The rest of the building does not reflect a commitment to organization, discipline, and safety.	♥The leader provides little to no evidence of making plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. ♥Does not collect data on curricular and extra-curricular student involvement. ●Safety procedures are not followed. ●Physical facilities lack order, decorum, and safety.

Domain 2: Instructional Leadership				
The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.				
Standard 5: Learning Environment				
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.				
Indicator 2.5.b Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	**Highly Effective** **(System-wide Impact)** **In addition to "Effective"**	**Effective** **(Local Impact)**	**Needs Improvement/Developing** **(Leadership Potential)**	**Unsatisfactory**
	●The leader embraces the diversity of the school ●The leader encourages schoolwide and community activities and events that celebrate diversity and enhance school culture. ●Celebrations of student success are schoolwide and include all stakeholders.	●The leader utilizes committees that represent the same diversity as the school, to develop policies and procedures that meet the needs of all students. ●The leader encourages teachers to celebrate diversity through activities and events within their classrooms. ♥Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.	♥Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. ●The leader notifies teachers of activities and events relating to diversity.	♥No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and processes that actually enable success. ●The leader does not notify teachers of activities and events relating to diversity.
	the leader's sense of dignity, order, and safety.			

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

| Indicator 2.5.c

Promotes school and classroom practices that validate and value similarities and differences among students. | Highly Effective

(System-wide Impact)

In addition to "Effective" | Effective

(Local Impact) | Needs Improvement/Developing

(Leadership Potential) | Unsatisfactory |
|---|---|---|---|---|
| | ♥The leader provides an instructional program where recurring adaptations in instruction address variations in student learning needs, styles, and learning strengths as routine events in all classes. | ●The leader provides an instructional program where recurring adaptations in instruction address variations in student learning needs, styles, and learning strengths as routine events in most classes. ♥Classroom practices consistently reflect appropriate adjustments based on cultural, racial, and ethnic backgrounds of students. | ♥The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs, and such individualization is evident in some but not most classes. | ♥Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs. |

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.d Provides recurring monitoring and feedback on the quality of the learning environment.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader is seen by the teaching staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable. ●The leader's feedback is explicitly linked to organizational goals, and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance. ●The leader coaches other leaders on successful observation strategies.	●A system has been developed to provide regular observation of classrooms. ●The leader engages in coaching to improve teaching and learning. ●The leader consistently provides constructive feedback as a means of improving instruction.	●The observation of classrooms seems to be random and inconsistent. ●The leader completes the observation process but seldom provides insights into strategies and practices that add value to teacher practices.	●No system has been developed to provide regular observation of classrooms. ●Informal feedback is rare and more likely to be associated with negative than positive behavior. ●The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task ●Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.e Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The PBS process is implemented schoolwide and serves as a model for other schools. ♥Where targeted supplemental supports are not successful, intensive individual supports are employed based on needs. ●Through all grades and subjects MTSS is providing core universal supports which include research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction.	●The PBS process includes celebrations of student success focused on recognition of the methods and effort expended so students understand what behaviors led to their success. ♥ MTSS is operational across the grades and subjects. ●A system has been developed to monitor the fidelity and increase the success of the MTSS process.	♥Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. ♥ MTSS is operational in some classes. ●A system has been developed to monitor the fidelity of the MTSS process, but is not routinely followed.	♥No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. ♥ MTSS is not operational. ●No system has been developed to monitor the fidelity of the MTSS process, but is not routinely followed.

	●The leader coaches other leaders on components of an effective MTSS process.		

Domain 2: Instructional Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 5: Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Indicator 2.5.f	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	♥The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. ●All teachers utilize instructional strategies designed to minimize and/or eliminate achievement gaps	●The leader has identified and monitors the use of instructional strategies to minimize and/or eliminate achievement gaps.	♥Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. ●Some strategies to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.	♥Under the leader's direction, no changes in practices or processes have been implemented that are designed to address achievement gaps. ♥The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.

Domain 3: Organizational Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 6: Decision Making

Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Indicator 3.6.a Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The decisions of the leader are consistent and aligned with the vision, mission, and strategic priorities of the organization. ●The leader's professional development process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.	●Decision making is consistently based on the data reflecting the quality of student learning and teacher proficiency (data sources include state, district, school and classroom levels). ●The district teacher evaluation system is being implemented with fidelity with the focus on improving faculty proficiency and student achievement. ●The leader makes professional development a priority by aligning it to school needs, requiring attendance, implementing	●While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's decisions. ♥The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. ●The leader makes professional development a priority but does not	●The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. ●There is no plan for improving faculty proficiency and student achievement. ●Professional development is not a priority.

		with fidelity and monitoring for effectiveness.	monitor for implementation and effectiveness.	

Domain 3: Organizational Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 6: Decision Making

Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Indicator 3.6.b Uses critical thinking and problem solving techniques to define problems and identify solutions.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader serves as a resource to other leaders. ●The leader uses multiple sources of information including data and research based practices and actively seeks model practices from outside the school or district.	●Use of multiple data sources is reflected in all decision making. ●The leader can specifically document examples of changes that resulted in positive outcomes.	●Some decisions are based on data but others are the result of personal preference and tradition. ●The leader can document some examples of changes with inconsistent results.	●Data is rarely used for decisions, and the predominant decision-making methodology is either a popularity contest, an imperial mandate from the leader, or independent decisions that are not informed by data or collaborations with others. ●The leader does not recognize problems or identify solutions.

Domain 3: Organizational Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 6: Decision Making

Effective school employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Indicator 3.6.c	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.	●The leader's decisions result in positive outcomes. ●The leader uses multiple sources of information to inform and evaluate school planning and decision making.	●The records of decision making reflect a clear reliance on state and district student achievement data and other important classroom and school data. ●Decision making is consistently based on the Continuous Improvement Management System (CIMS).	●Some decisions are based on data, but others are the result of personal preference and tradition. ●Some decisions are based on the Continuous Improvement Management System (CIMS).	●Data is rarely used for decisions, and the predominant decision-making methodology is either a popularity contest, an imperial mandate from the leader, or independent decisions that are not informed by data or collaborations with others. ●The leader's decision making does not support the Continuous Improvement Management System (CIMS).

Domain 3: Organizational Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 6: Decision Making

Effective school employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Indicator 3.6.d Empowers others and distributes leadership when appropriate.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has created a culture in which the vast majority of decisions are made collaboratively with stakeholders.	●The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions. ●The leader is able to "read" the situation and respond accordingly. ●Staff surveys reflect feeling of empowerment and personal responsibility for organizational success.	●The leader uses consensus or unilateral decision making, but does not choose the most effective model for the situation. ●Staff surveys lack consensus as to teachers' feeling of empowerment and shared leadership.	●The leader lurches from autocracy to democracy with no clear method or the leader only has only one decision making model and does not change decision making structures according to the situation. ●Staff surveys reflect that teachers do not feel that they influence school decisions.

Domain 3: Organizational Leadership

The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential elements to student learning growth and achievement.

Standard 6: Decision Making

Effective school employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

Indicator 3.6.e Uses effective technology integration to enhance decision making and efficiency throughout the school.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Utilizes a system of open communication that provides for the timely, responsible sharing of information with the community at large.	♥Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. ●The leader can manipulate the district's various data systems for decision making and efficiency. ●The leader maintains and monitors school and district calendars.	●Inconsistently uses a system of communication that is neither timely nor varied and may or may not reach all members of the school community. ●The leader doesn't consistently use the district's various data systems for decision making and efficiency. ●The leader doesn't reliably maintain and/or monitor school and district calendars.	●Does not utilize a system of communication. ●The leader does not know to use the district's various data systems. ●The leader does not maintain or monitor school and district calendars.

Domain 3: Organizational Leadership This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.				
Standard 7: Leadership Development Effective school leaders actively cultivate, support, and develop other leaders within the organization.				
Indicator 3.7.a Identifies and cultivates potential and emerging leaders.	**Highly Effective** **(System-wide Impact)** **In addition to "Effective"**	**Effective** **(Local Impact)**	**Needs Improvement/Developing** **(Leadership Potential)**	**Unsatisfactory**
	●The leader is noted for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career. ●The leader has a history of producing successful leaders.	●The leader routinely identifies and recruits new leaders. ●The leader identifies and recruits potential leaders and provides them ample opportunity for release time, appropriate training, and on-the-job experiences.	●The leader may identify and recruit new leaders, but does not support their development.	●No evidence exists of developing leadership in others. ●The leader appears to be indifferent to the need for leadership in the system.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 7: Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Indicator 3.7.b Provides evidence of delegation and trust in subordinate leaders.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	● The leader empowers people throughout the organization in formal and informal ways. ●Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including non-certified staff, exercise appropriate authority and assume leadership roles where appropriate. ●The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	●There is a clear pattern of the leader's delegated decisions, with authority to match responsibility at every level in the organization. ●The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organization business.	●The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	●The leader reserves almost all decision-making authority, even on immaterial matters. ●The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct**.**

Standard 7: Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Indicator 3.7.c Plans for succession management in key positions.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has multiple professional leaders who are ready to assume leadership responsibilities, and the leader has already established a track record placing former mentees in positions of leadership. ●The leader continues to provide guidance and mentorship to new, developing, and emerging leaders even when they are outside of the leader's personal span of leadership. ●Multiple leaders throughout the system cite this leader as a mentor and reason for their success.	●The leader has personally trained at least one professional who is capable of replacing the leader today, addressing skills, knowledge, dispositions and actions of leadership.	●The leader provides some training to professionals who may, in time, be capable of independently assuming a leadership role.	●The leader has not provided the opportunities or coaching necessary to equip current professionals with the skills necessary to assume additional responsibilities, and there does not appear to be a coherent and consistent leadership-training program in place.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 7: Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Indicator 3.7.d Promotes teacher-leadership functions focused on instructional proficiency and student learning.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader encourages subordinates to participate in leadership development opportunities throughout the district and beyond. ●The leader provides coaching and mentoring to potential leaders outside of their school.	●The leader encourages subordinates to participate in leadership development to demonstrate leadership proficiencies and develops opportunities at the school through release time. ●The leader also provides appropriate coaching and mentoring to these potential leaders as follow-up and reflection on provided experiences.	●The leader seldom encourages subordinates to participate in leadership development. ●The leader seldom provides appropriate coaching and mentoring to these potential leaders as follow-up and reflection on provided experiences.	●The leader does not encourage subordinates to participate in leadership development. ●The leader does not provide coaching and mentoring to these potential leaders.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 7: Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Indicator 3.7.e	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	♥While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. ♥The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.	●The leader systematically networks with all key stakeholder in order to cultivate, support, and develop potential and emerging leaders. ●The leader has effective collegial relationships with most faculty and subordinates. ●Utilizes a system of open communication that promotes relationships and a sense of community.	●The leader is inconsistent in planning and taking action to network with stakeholder groups to support leadership development. ♥Relationship skills are employed inconsistently.	♥The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 8: School Management

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Indicator 3.8.a Organizes time, tasks and projects effectively with clear objectives and coherent plans.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader uses project management as a teaching device, helping others in the organization understand the interrelationship of complex project milestones throughout the organization. ●The leader uses complex project management to build systems thinking throughout the organization. ●Project plans are visible so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. ●Successful project results are published.	●The leader's projects are managed using clear and written lists of milestones, deadlines, and persons responsible. ●Project management documents are revised and updated as milestones are achieved or deadlines are changed. ●The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. ●Successful projects and results are evident.	●The leader's projects are managed using lists of milestones and deadlines, but are infrequently updated or monitored.	●The leader's project management is haphazard or nonexistent. ●There is little or no evidence of lists of milestones and deadlines.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 8: School Management

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Indicator 3.8.b	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Establishes appropriate deadlines for him/herself and the entire organization.	●The leader provides documentation of multi-tasking and priority management. ●Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaboration with people at all levels. ●The calendar is focused on the priorities of the leader and the organization.	●The leader identifies and organizes resources to achieve curricular and instructional goals and manages a daily to do list to accomplish all opportune and required tasks. ●The priorities of the organization and the multi-task priorities are closely matched.	●The leader's calendar and task list can be available with warning. Workspace is tolerable, but somewhat unorganized.	●Deadlines and priorities are not met. ●The leader's personal workspace is disorganized. ●Multi-tasking, if it exists, is more about putting out fires than about implementing organizational priorities.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 8: School Management

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Indicator 3.8.c	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.	●The leader not only removes diversions and obstacles confronting the school, but also helps to focus the entire organization in the right way by carefully matching tasks to priorities.	●The leader regularly removes tasks or delegates tasks so that an examination of projects implemented, goals achieved, and achievement gains reflect the priorities of the organization.	●The leader is aware of organizational priorities, but the daily emergencies frequently intrude into a focus on the priorities with little evidence of effective multi-tasking to prevent or minimize such intrusions.	●The leader is unaware of or indifferent to organizational priorities.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 8: School Management

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Indicator 3.8.d Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●This leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. ● Results indicate the positive impact of redeployed resources in achieving strategic priorities. ●The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resources.	●The leader is knowledgeable about the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. ●The leader has a documented history of managing complex projects, schedules, deadlines, and budget commitments. ●The leader documents a process to direct funds to increase student achievement that is based on best practices and leveraging of antecedents of excellence in resources, time, and instructional strategies.	●The leader sometimes meets project deadlines, but only at the expense of breaking the budget; or meets budget, but fails to meet deadlines. ●The leader has little experience with or knowledge of the rules of finance. ●The leader manages the budget but does not tie expenditures to instructional priorities.	●The leader has little or no record of keeping, commitment for schedules, and/or adherence to budgets. ●The leader has no knowledge of or refuses to follow the rules of finance.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 9: Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Indicator 3.9.a Actively listens to and learns from students, staff, parents, and community stakeholders.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader models open communication. ●The leader goes to exceptional lengths to listen to students. ●The leader actively engages in "active listening" to the faculty and staff. ●All stakeholders report confidence in their ability to gain a respectful hearing from the leader.	●Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes sharing of information. ●The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. ●Faculty members regularly have the opportunity for one-to-one meetings with the leader.	●The leader appears to listen to others, but often relies on interpretation of events rather than seeking out alternative perspectives and interpretation.	●The leader hears what other say, but relies on personal interpretation. ●The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 9: Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Indicator 3.9.b	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
Recognizes individuals for effective performance.	●The leader balances individual recognition with team and district-wide recognition. ●The leader publicly congratulates peers from other schools for their achievements. ●The leader applies creative forms of recognition.	●The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes. ●The leader applies expected forms of recognition such as nominations for Teacher of the Year and Essential Support Personnel of the Year.	●Inconsistently recognizes individuals for accomplishments.	●Does not recognize individuals for accomplishments.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 9: Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Indicator 3.9.c Communicates student expectations and performance information to students, parents, and community.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased. ●The leader hosts a variety of parent involvement activities designed to communicate student expectations and performance information.	●Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding student performance ♥Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. ♥Ensures that all community stakeholders and educators are aware of the school goals	♥Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student performance. ♥Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.	♥Expectations and goals regarding student performance are not provided or are not communicated in a timely, comprehensible and actionable form. ♥The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.

		for instruction, student achievement, and strategies and progress toward meeting these goals.		

Domain 3: Organizational Leadership				
This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.				
Standard 9: Communication				
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.				
Indicator 3.9.d Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	**Highly Effective** **(System-wide Impact)** **In addition to "Effective"**	**Effective** **(Local Impact)**	**Needs Improvement/Developing** **(Leadership Potential)**	**Unsatisfactory**
	●The leader utilizes the political nature of the leadership position to identify the various players in the environment and to prioritize the source and accuracy of information that is transmitted at the school. ●The leader works closely with community members to establish programs/partnerships in the school for the benefit of the students.	●The leader understands the effect of personal behavior and the impact of decisions on other individuals, the culture, and the climate of the school, and implements procedures and strategies to represent the school and district in the best possible light. ●The leader is particularly visible at the beginning and end of the school day and during all other times when students are present. ●The leader seeks community members/resources to assist the school in reaching goals.	●The leader understands the effect of one's behavior as a leader and the impact of decisions on other individuals, culture, and climate of the school but has yet to establish procedures or implement strategies to ensure that decisions routinely represent the school and district in the best possible light. ●The leader is visible, often greets students by name, and talks with students frequently. ● The leader attends community events.	●The leader avoids public dialogue or appoints others to be the spokesperson. ●The leader does not know students, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. ●Many students do not know the leader's name or recognize the leader on sight. ●The leader does not reach out to the community.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 9: Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Indicator 3.9.e Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), and explicitly plans analysis and reflection of data, and establishes structures that facilitate responsive action based on feedback and analysis. ●The leader's calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. ● Communication strategies may include focus groups, surveys, student advisory committees, and numerous	●Faculty meetings include open, two-way discussions. ●The leader has established an explicit process for engaging the public in both celebrations and discussion of controversial issues. ●The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.	●The leader typically limits listening to questions during faculty meetings.	●Faculty meetings consist of the reading of announcements with little or no interaction.

	one-to-one student conversations.			

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 9: Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Indicator 3.9.f Utilizes appropriate technologies for communication and collaboration.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The school has a current parent/student friendly website with links to external resources. ●The leader and teachers use technological tools for personal scheduling/task management. ●Teachers participate in online learning communities to share effective instructional strategies with other educators.	♥Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. ●The school web page is up to date with current school information. ●The leader uses technological tools for personal scheduling/task management.	●The web page has been updated within the past 60 days, with current school year information posted. ●The leader seldom uses technological tools beyond e-mail.	●The web page is static, out of date, or non-existent. ●The leader does not use technological tools.

Domain 3: Organizational Leadership

This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Standard 9 Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Indicator 3.9.g Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●Utilizes a system of open communication that is all-encompassing and a model for others.	♥Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. ●The leader effectively communicates information from the district to the faculty.	●Utilizes a single system of communication that provides some information for the school such as web page or paper notices.	●Does not utilize a system of communication.

Domain 4: Professional and Ethical Behavior

This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.a Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. ♥The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical	♥The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. ♥The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.	♥The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code of Ethics of the Education Profession and Principles of Professional Conduct. ♥The leader has only a general recollection of issues addressed in the Code of Ethics of the Education Profession and Principles of Professional Conduct, and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education	♥The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.

	conduct and serves as a model for others within the district.		profession in the state of Florida.	

Domain 4: Professional and Ethical Behavior

This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.b Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and organization learned for the future. ♥The leader encourages constructive dissent in which multiple voices are heard and final decision improved and more broadly supported.	♥The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision. ♥The leader bounces back quickly from adversity while remaining focused on the vision of the organization.	●There is some evidence that the leader tolerates dissent, but very little of it in public. ♥The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.	♥Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.

Domain 4: Professional and Ethical Behavior

This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.c Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader has created a culture of support in which all stakeholders are committed to the success and well-being of students and willing to contribute time and resources toward the development of the whole child.	●The leader's primary professional concern is for the student well-being and for the development of the student's full potential. Therefore, the leader works to acquire the resources needed to overcome barriers which are beyond the control of the school, family, and community.	♥There are segments of the school community whose developmental needs are not addressed, and leadership efforts to understand and address those needs are not evident. ♥The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.	♥The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.

Domain 4: Professional and Ethical Behavior

This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.d Engages in professional learning that improves professional practice in alignment with the needs of the school system.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	●The leader is frequently and regularly an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis. ●This leader approaches every professional development opportunity with a view toward multidimensional impact. ●Rather than merely adopting the strategies of external professional development, this leader creates specific adaptations so that learning strategies	●The leader engages in professional development that is directly linked to organizational needs. ●The priority is given to building on personal leadership strengths. ●The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. ●The leader personally participates in professional development to demonstrate a commitment to life-long learning.	●The leader actively participates in professional development, but it is reflective of a personal agenda rather than the strategic needs of the organization. ●The leader attends professional development but does not incorporate strategies at the school level to impact change.	●The leader generally has a fixed mindset and stopped acquiring new information after completing graduate school and displays little or no evidence of new learning or sharing that learning with colleagues. ●This leader might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that "This really is not worth my time." ●When the leader does engage in personal professional development, it is likely to be a national conference selected for its location rather than its content or the strategic

	become part of the culture of the organization and are "home-grown" rather than externally generated. ●The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.			relationship to organizational needs.

Domain 4: Professional and Ethical Behavior

This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Standard 10: Professional and Ethical Behaviors

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.e Demonstrates willingness to admit error and learn from it**.**	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.	♥The leader admits failures quickly, honestly, and openly with the direct supervisor and immediate colleagues. ♥Non-defensive attitude exists in accepting feedback and discussing errors and failures. ♥There is evidence of learning from past errors with defined structures and processes in place for eliciting input. ♥The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.	●There is some evidence of learning from mistakes. ♥The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.	♥The leader is unwilling to acknowledge errors. ♥When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.

Domain 4: Professional and Ethical Behavior

This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

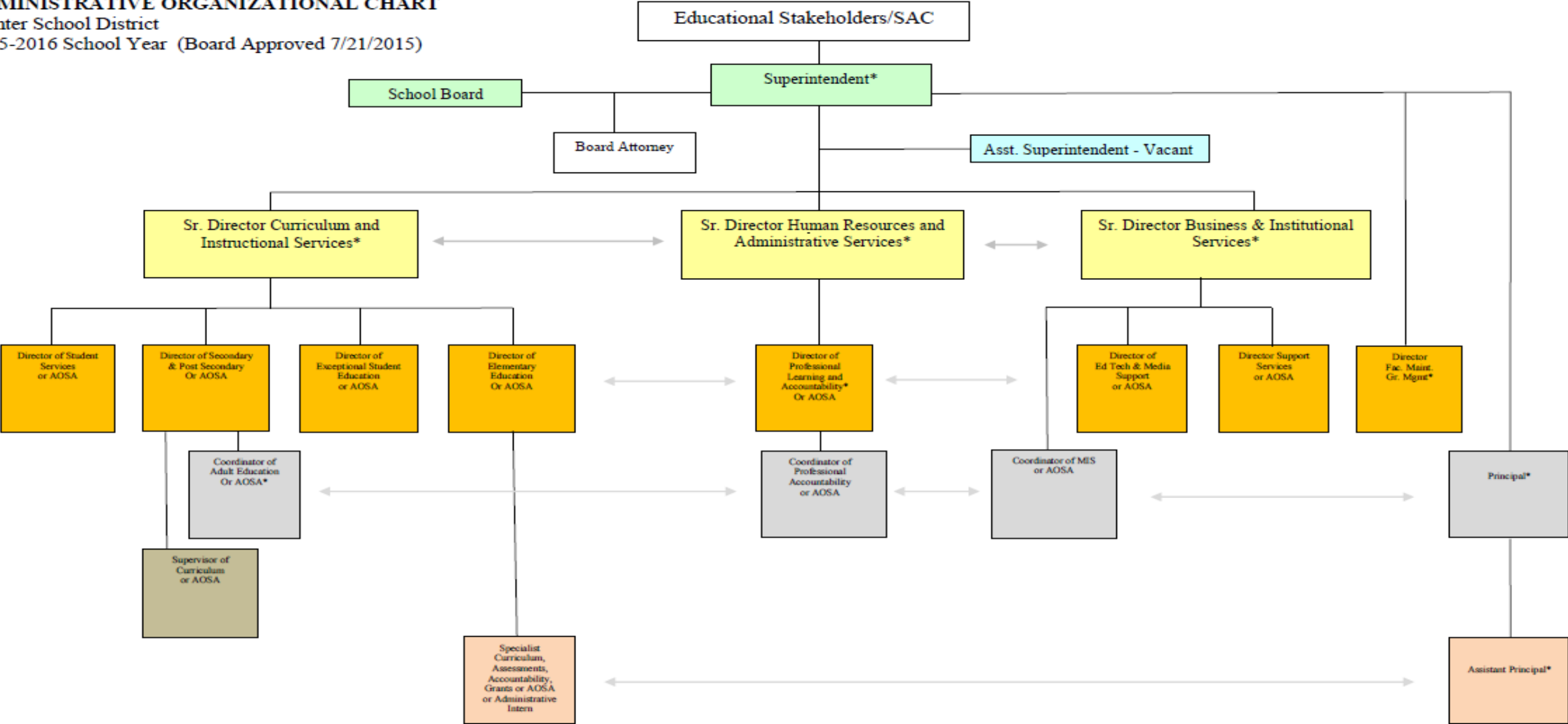**Standard 10: Professional and Ethical Behaviors**

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Indicator 4.10.f Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Highly Effective (System-wide Impact) In addition to "Effective"	Effective (Local Impact)	Needs Improvement/Developing (Leadership Potential)	Unsatisfactory
	♥The influence of previous evaluations has a positive impact on the leader and on the entire organization.	♥Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	♥The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	♥No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

Appendix: C

Administrative Organizational Chart

ADMINISTRATIVE ORGANIZATIONAL CHART
Sumter School District
2015-2016 School Year (Board Approved 7/21/2015)

Educational Stakeholders/SAC

Superintendent*

School Board

Board Attorney

Asst. Superintendent - Vacant

Sr. Director Curriculum and Instructional Services*

Sr. Director Human Resources and Administrative Services*

Sr. Director Business & Institutional Services*

Director of Student Services or AOSA.

Director of Secondary & Post Secondary Or AOSA

Director of Exceptional Student Education or AOSA

Director of Elementary Education Or AOSA

Director of Professional Learning and Accountability* Or AOSA

Director of Ed Tech & Media Support or AOSA

Director Support Services or AOSA

Director Fac. Maint. Gr. Mgmt*

Coordinator of Adult Education Or AOSA*

Coordinator of Professional Accountability or AOSA

Coordinator of MIS or AOSA

Principal*

Supervisor of Curriculum or AOSA

Specialist Curriculum, Assessments, Accountability, Grants or AOSA or Administrative Intern

Assistant Principal*

ADMINISTRATIVE ORGANIZATIONAL CHART 2015-16
Positional downgrades/upgrades may occur in some positions based on experience as indicated by AOSA
AOSA – Administrator on Special Assignment
Site Supervisors
Communication arrows are not all inclusive