FLAGLER COUNTY SCHOOLS

ADMINISTRATIVE EVALUATION SYSTEM

2012-1013

Using the state adopted Florida School Leader Assessment

4 Domains

Deliberate Practice

AdvancedEd surveys

To be combined with the student learning gains 50%

ADMINISTRATIVE EVALUATION INDEX

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Introduction to the state adopted Florida School Leader Assessment system (FSLA)

As we move into a new system of evaluations for principals and other administrators, we Must address the issue of **why** it is that we need change. Research indicates that while the most influential person affecting a student's growth, in school ,is their teacher, it is also noted that the school leadership is the next primary influence. We also realize that the principals have just as many concerns about their new evaluation system, as the teachers have had with their new evaluations. This is compounded by the time management issues they already face with completing the new teacher evaluations.

The prior evaluation system was very broad and generic in terms of evaluating administrators and no longer fits the new Florida Principal Leadership Standards , (FPLS). The mindset of principals has to make a dramatic shift, moving from the "big picture" as an organizational and operational manager to one of an instructional leader. The expectations for current leaders is to know curriculum, methodology and strategies, provide impact feedback and understand the essential tasks and proficiency levels required to meet the new FPLS with deliberate practices. The focus has gone beyond data input and view in the results, to using the results to change student output.

We will address time management issues and address the deliverables mandated by the Race to the Top as well as the FPLS. In the note book provided, you will find the Race to the top mandates, a time line for implementing the School Leader assessments, and a copy of the new Florida School Leader assessment (FLSA). These pages are followed by a short form, or summary, for using the new assessment system. Each specific domain, the proficiency area to be addressed and the indicators are provided. With each indicator is a page that contains a rating rubric, data collection and feedback protocol ,(based on leadership and impact evidence) , and reflective questions.

The state model contains 4 domains, Student Achievement, Instructional Leadership, Operational Leadership, and Professional /Ethical Behavior. There are 10 proficiency areas and 45 indicators. This

research based model meets al l he state mandates. It addresses the FPLS, has indicators and rubrics, complies with the Student success Act, and meets the mandates of RttT. As a district, we can choose to weight each domain based on our specific districts priorities. The state model suggests that domain 2, Instructional Leadership, be weighted the heaviest at 40%, with all others 20%.

As with the teacher evaluation system, 50% of the evaluation must be based on student learning gains. We may use FCAT, EOCs, AP,IB, etc. as measures of student growth. With the school leaders tool, the final growth score for the school, as a whole, is the measure used for the SLG score. With the professional practices piece of the evaluation, commonly thought of as the observational piece, 40 % of the total score may be based on this assessment. This gives us the latitude to determine what other parts of the system can be used for the final 10%. Flagler intends to use staff surveys and to use the Deliberate Practice section for the remainder of this section.

Advanced Ed is currently developing a Climate Survey that will be implemented upon its' completion and become part of the scoring.

Currently we use an Individual Leadership Development Plan or ILDP, which is very similar to the Deliberate Practices piece. Flagler intends to replace the ILDP with the Deliberate practices. The Deliberate Practices piece is split into three categories. School leaders are directed to focus on three targeted goals . The primary focus of the targets will be a 1) district target goal, 2) a school target goal and 3) a leadership (self) goal . The deliberate Practices must be a part of the assessment by 2014, but may be phased in. Flagler has opted to use the Deliberate Practice in the initial year.

As well as other options, we may also determine who else, besides the Superintendent, may be responsible for each principal's assessment. While the superintendent is ultimately responsible for the principals'evaluation, the directors (who work closely with the principals) may be used in an "as needed" capacity to confer with the Superintendent. Principals would evaluate their Assistant principals using the same evaluation system, with the idea that the Assistant Principals will be future administrators. As in the teacher evaluation, the state requires that only u "Highly Effective, Effective,

Needs Improvement, or Unsatisfactory" categories may be used. There is no "developing" rating allowed in the school leaders' evaluation. This new assessment system can address the issue of performance based pay as it pertains to school leaders, as well as give feedback to drive the development of our principals and assistant principals.

School Based Administrator

Evaluation Narrative 2011

The purpose of establishing procedures for evaluating the performance of duties and responsibilities of all School Based Administrators is to increase student learning growth by improving the quality of instructional, administrative and supervisory services. The understanding is that highly effective leadership drives highly effective teaching and therefore, greater student learning gains.

Using the Florida Leadership Standards as a core framework and the use of Douglas Reeves contemporary research on effective educational leadership and instructional practices, Flagler has chosen to adopt the Florida School Leader Assessment system. The tool will include multiple measures to inform the improvement processes and evaluation decisions. It includes using the state adopted student growth measures, (using three years of the most current data to create a VAM score), the FSLA instructional leadership evaluation, Deliberate Practices, and parent, staff, and student surveys. By using the administrative evaluation, Deliberate Practices, and the parent /staff /student surveys, as well as a school's total VAM for student learning gains, a multi metric approach is used. All School Based Administrators will be evaluated using the same criteria and tool, after they have assisted in the development of the system and received training in the expectations.

Included in the evaluation system will be the recruitment and retention of effective and highly effective teachers and the improvement in the percentage of teachers who are rated effective and highly effective. Additionally, responsibilities of the administrator will be used as key points for discussion. These components of the evaluation will not be scored, however, are important areas to address during the administrative feedback conference. As required by Florida's Race to the Top, 50% of the evaluation will consist of the Florida Leadership Standards, as adapted from Douglas Reeves and recommended as the state model. The student learning gains for the total schools growth will make up the remaining 50%. The SLG will be based on statewide assessments, using the state adopted VAM , which uses 3 years of SLG data, when available. If three years of data is not available, then all approved data prior to three years will be used.

Using the state adopted observation and feedback indicators, organized by Domains, based on the core of standards or expectations, as well as the Florida common language of instruction, and four rating categories to differentiate the levels of performance, rubrics will be developed that include weights and a scoring system. The Domain weighted the heaviest, as recommended by the state, is Domain 2, Instructional Leadership. The four domains, which include proficiency areas and indicators, are rubric driven. The rating scale for the overall performance evaluation, as required by FLDOE are; Unsatisfactory, Needs Improvement, Effective, and Highly Effective. As in past practice, and on an as need basis, the District Directors may act as consultants to the Superintendent, when making evaluative decisions. The overall evaluation scoring of the School Based Administrators will be the responsibility of the Superintendent.

The rubrics are designed to give School Based Administrators an end of the year assessment to determine where they stand in all performance areas. The discussion that follows should provide detailed guidance for improvement. They are not merely checklists for school visits.

The Highly Effective rating is reserved for truly outstanding leadership, indicated by the rubric criteria. There will be relatively few scores at this level of proficiency. The Effective level describes a solid, expected professional performance. Any School Based Administrator should be pleased with scores at this level. Needs improvement indicates that performance has some deficiencies, it is not a "gentleman's C" and the School Based Administrators should be uncomfortable with scores at this level. Any performance that is marked at the Unsatisfactory level, is clearly unacceptable and needs to be addressed immediately.

To score, a rubric is provided for the four levels of performance, and for each category and its' components. These are to be marked accordingly. An initial mark may indicate where the principal or Superintendent finds the performance level most closely matches the rubric, on the scoring sheet. If the administrator being evaluated feels that the rating indicated by the Superintendent can be raised with evidence provided, they have 3 days to produce any relevant documentation. It should be noted that each category has a weighting, based on its value. Each domain score should be multiplied by the weighting indicated, and then the scores added to indicate an overall score. A scoring guide for the performance system,(50% of the evaluation), is found within the document to ensure scoring clarity.

Evaluation conferences are greatly enhanced if the supervisor and the School Based Administrator fill out the rubrics in advance and then meet to compare one category at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should understand that they can't possibly know everything about the principals' complex world. Similarly, School Based Administrators should be open to feedback from someone with an outside perspective all revolving around whether a school is producing learning gains for all students.

It is the intent of the District to implement this system as soon as it is approved by Florida's Department of Education. This evaluation tool is one that the district expects to adapt and modify as we move into the year 2014. Feedback, based on the results of the evaluations, the procedures and criteria for the new system will be shared with the evaluation team and the Administrators and suggestions for continuous improvement will be welcome. The design process is ongoing throughout the first redesign of the tool and second year as it is assessed, reassessed and redesigned as needed. The concept of redesign would apply as the results are analyzed each year, to ensure its effectiveness. Using year one of the new evaluation implementation as a baseline, the data from each year should indicate progressive leadership and student academic growth. Individual and group meetings, as well as email correspondence will facilitate the development of this tool to ensure a final quality instrument is developed. During the course of each year, design components and additional focus areas may be submitted to the superintendent for future review and consideration. During the administrative retreat, held each summer, the evaluation tool may be open to analysis and redesign based on these submissions or those discussed during the retreat.

Trainings will be provided to the School Based administrators through workshops to be held at the district office. Training for the Superintendent and School Based Administrators will begin upon approval of the evaluation tool by Florida Department of Education. Trainings will be held by consultants provided by the FLDOE. They will include the High Effect Size Indicators and the common Language of Instruction as a baseline for the evaluation expectations.

The evaluation results are to be used by the Superintendent when conducting annual reviews and used to inform School Based Administrators who are seeking data when selecting professional development opportunities. The evaluation is broken into several components; the leadership matrix, the staff/parent/student surveys, Deliberate Practice, and student growth. The results from any or many of these components will drive the specific focus of the professional development for a principal. Additionally, if a principal receives a rating of Needs improvement or Unsatisfactory in any of the four domains, the Superintendent may provide a Mentor Administrator, as well as specific Professional development requirements.

Within the first two weeks of a new School Based administrators start date, a mentor administrator will be assigned to train the new School Based Administrator in the use of the evaluation tool, its procedures and expectations. A preliminary meeting held between the Superintendent or designee and the new School Based Administrator will be held before the evaluation tool is used as a formative evaluation.

Any evaluation may be amended by the Superintendent, at any point in time, as new information is provided. Generally, however, changes would be based on student growth results, if they are not available at the time of the evaluation. The district goals that drive the school and district improvement plans are supported by the direction of the new evaluation system. This is true for the teachers' evaluation system as well as the Principals'.

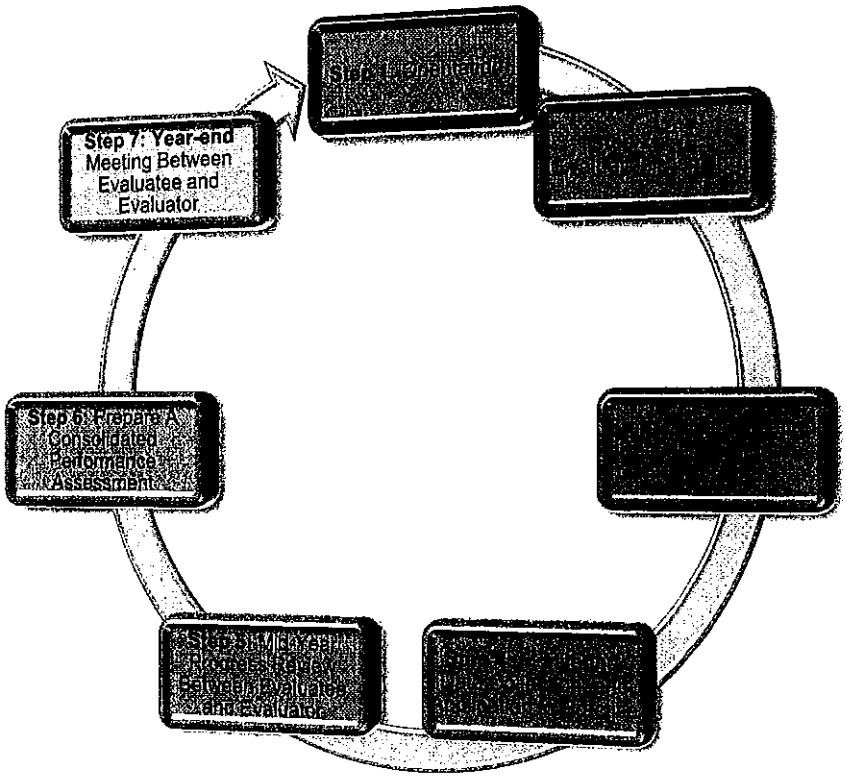
The districts primary goal is to "improve student achievement". This is followed by goal two, which is to "provide opportunities for professional growth that positively impact student achievement". The third goal is to "improve communication by efficiently exchanging meaningful information with internal and external stakeholders". The school based administrator's evaluation system has the same primary focus of improving student achievement and also addresses the professional development, specific to the needs of the students, to ensure academic growth. Goal three, communication, will be measured through the development and assessments of the system, the ongoing trainings and input from the stakeholders, the inclusion of the surveys and the ongoing trainings and input from the stakeholders. The inclusion of the surveys in the evaluation rubric scores will create productive dialog between School Based Administrators and the Superintendent.

The new administrative evaluation system will provide valuable information in order to improve district leadership. The results from each school will drive the school focused professional development initiatives. The collection and analysis of the combined data from each individual school will drive the district initiatives for the district's focus on professional development and the support offered to the administrators and staff alike. Currently the focus of the schools and district is to "increase student achievement every day in every way." This will remain the focus of Flagler's schools and the new evaluation system shares the same vision, goals and objectives.

The Florida School Leader Assessment

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:

- **Guides to self-reflection** on what's important to success as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels



SUMMARY OF STEPS IN THE ADMINISTRATIVE EVALUATION SYSTEM

1) Orientation: in the beginning of each new school year, and preferably before the students start, the administrators will be provided with an orientation to the administrative evaluation ~~system~~. Depending on the experience of the administrator in Flagler County will determine the depth of the training given to each administrator. The administrators with experience in Flagler County will have a baseline to refer to when using the system. All administrators should have access to the system and have an understanding of the components and expectations. The administrators will use the FPLS tool to begin a self assessment after the initial orientation to determine "What do I know? What do I need to know? What are my proficiency levels in each domain and how can I improve them?" in each indicator.
2) A Pre-planning Evaluation: Both the evaluator and the administrator will fill out the FPLS short sheet to indicate where they would rate the administrator in each indicator. The administrator, doing a self assessment, should indicate where they feel they should improve. They may also wish to furnish any documentation to indicate why they feel they have scored themselves in each domain, or indicator. The evaluator will focus on strengths and growth needs for the administrator and for the school's achievement.
3) Initial Meeting: this meeting is between the evaluator and the administrator: Both will bring the FPLS short sheet, filled out prior to this meeting, for discussion. This meeting could be done via phone, but is more productive when done face-to-face. Both parties will share their scoring and compare the ratings in each indicator. When the evaluator and the administrator have completed their discussion and marking their short sheets alike, then 3-5 areas for improvement are to be determined. These will be the Deliberate Practice components of the evaluation system. Once these Deliberate Practices are indicated, they should have timelines and expected outcomes attached.
4) Monitoring, Data collection, and Application to Practice: The areas of focus (Deliberate Practice) may require evidence and/or documentation. It is during this period of time that both the administrator and the evaluator collect data, have discussions and provide feedback. This may be done through informal or formal means. Artifacts, input from other personnel, discussions, observations and site visits, may provide vital information. This should occur before the midyear progress meeting, step 5.
5) Mid-year Progress Review: At the mid-year point, a progress review is to be held. The actions and the impact of the Deliberate Practices targets that were determined in step 3, are to be addressed. The administrator should be prepared to review each of the Deliberate Practices actions or results with the evaluator. At this meeting, if a proficiency area or indicator had not been marked as an areas to address for improvement, has changed to an area of need, it is to be discussed and possibly added. Strengths and progress are to be recognized, as well as areas of priority growth needs. Any indicators that were addressed in step 3 that have not changed, do not need to be addressed further.
6) Prepare a Consolidated Performance Assessment: The Summative evaluation is to be prepared by the evaluator, with a performance rating assigned, and the year-end meeting scheduled. This evaluation should include the FLSA score, weighted appropriately, the Deliberate Practice score, and the Student Growth Measure score.

7) Year end Meeting: The year-end meeting between the administrator and the evaluator is to be held face-to-face. The three major components are to be explained and discussed. The FPLS, the Deliberate Practice, and the Student Learning Gains. In addition, the results of the student, parent, and staff surveys are to be discussed. Using this data, a determination for the following years focus areas can be developed. *It can be postponed until the next orientation meeting if the evaluator so desires.

- Administrators that are new to Flagler County will not have prior performances the evaluator will be able to use as a baseline to discuss the indicators at the orientation meeting. This will also affect the deliberate practice component. Therefore, this may need to be postponed until the mid year meeting.
- It should also be noted that this system, which is to be used when principals evaluate their Assistant Principals, will require the Principal to provide opportunities for the APs to address each indicator.

The seven steps of the FSLA are described below:

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

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race To The Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on "expectations" held between leader and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
- Proposed targets for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While a separate meeting or

exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader's growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between leader and evaluator: At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meetings are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
    - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.

    - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
    - The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandum may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

Step 7: Year-end meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Growth Measures.

- The FSLA score is explained.
- The leader's growth on the **Deliberate Practice** targets is reviewed and a Deliberate Practice Score assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

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 Department'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 the 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 text 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)

Florida School Leader Assessment (FSLA)

A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 45 Indicators

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

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

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

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

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1.1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator 2.1 - Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 2.2 - School Climate: The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 - High Expectations: The leader generates high expectations for learning growth by all students.
Indicator 2.4 - Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

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

Domain 2: Instructional Leadership **3 Proficiency Areas – 17 Indicators** **This domain contributes 40% of the FSLA Score**
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida's common language of instruction to guide faculty and staff implementation of the foundational principles and practices.
Indicator 3.2 - Standards-based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
Indicator 3.3 - Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 3.4 - Curriculum Alignments: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.
Indicator 4.1 - Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.
Indicator 4.2 - Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 4.3 - High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
Indicator 4.4 -Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 4.5 - Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Indicator 4.6 - Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
Indicator 4.7 - Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
Indicator 5.1 - Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
Indicator 5.2 - Success Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
Indicator 5.3 - Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.
Indicator 5.4 - Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

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

Domain 3 – Operational Leadership **4 Proficiency Areas – 16 Indicators** **This domain contributes 20% of the FSLA Score**
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.
Indicator 6.1- Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
Indicator 6.2 - Problem Solving: The leader uses critical thinking and problem solving techniques to define problems and identify solutions.
Indicator 6.3 - Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.
Indicator 6.4 - Distributive Leadership: The leader empowers others and distributes leadership when appropriate.
Indicator 6.5 - Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.
Indicator 7.1 - Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.
Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
Indicator 7.3 - Succession Planning: The leader plans for and implements succession management in key positions.
Indicator 7.4 - Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.
Indicator 8.1 - Organizational Skills: The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 8.2 - Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.
Indicator 9.1 - Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 9.2 - Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 9.3 - Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 9.4 - Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

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

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

The FSLA Domain scores (combining ratings on all 4 FSLA domains) generates 80% of Leadership Practice Score. The other 20% is based on **the Deliberate Practice score**.

Additional Metric

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

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

FSLA Score

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

Leadership Practice Score

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

Performance Level

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

Highly Effective Effective Needs Improvement Unsatisfactory

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP)
Proficiency Area(s) and Target(s) for School Leader Growth

Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.

- The target of a deliberate practice process describe an intended result and will include "scales" or progress points that guide the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish.
- Deliberate practices ratings are based on comparison of proficiency at a "start point" and proficiency at a designated "evaluation point". The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader's pursuant of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Targets:
Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
Growth target 3-4: Optional: additional issues as appropriate.

- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

Rating Scheme

- Unsatisfactory = no significant effort to work on the targets
- Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
- Effective = target accomplished
- Highly effective = exceeded the targets and able to share what was learned with others

Sample:

Deliberate Practice Growth Target

School Leader's Name and Position:_____

Evaluators Name and Position: _____

Target for school year: 2012-13 Date Growth Targets Approved: _____

School Leader's Signature: _____Evaluator's Signature_____

Deliberate Practice Growth Target #: ___ (Insert target identification number here, the check one category below)

( ) District Growth Target ( ) School Growth Target ( ) Leader's Growth target

Focus issue(s): Why is the target worth pursuing?

Growth Target: *Describe what you expect to know or be able to do as a result of this professional learning effort.*

Anticipated Gain(s): What do you hope to learn?

-
-

Plan of Action: A general description of how you will go about accomplishing the target.

Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal

1.
2.
3

Notes:

Deliberate Practice Growth Target - Florida State Model

Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.
Scales:
Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.
Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher's learning goals.
Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

Deliberate Practice Growth Target

School Leader's Name and Position:_____

Evaluators Name and Position: _____

Target for school year: 2012-13 **Date Growth Targets Approved:** _____

School Leader's Signature: _____ **Evaluator's Signature**_____

Deliberate Practice Growth Target #: ___ (Insert target identification number here, the check one category below)

( ) **District Growth Target** ( ) **School Growth Target** ( ) **Leader's Growth target**

Focus issue(s): Why is the target worth pursuing?
Growth Target: *Describe what you expect to know or be able to do as a result of this professional learning effort.*
Anticipated Gain(s): What do you hope to learn?
• •
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal
1. 2.

Deliberate Practice Growth Target - Florida State Model

3
Notes:

Purpose and Structure of the Standards

Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure: There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

The Florida Principal Leadership Standards

Domain 1: Student Achievement

Standard 1: Student Learning Results.

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

a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
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.

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. The leader:

a. Enables faculty and staff to work as a system focused on student learning;
b. Maintains a school climate that supports student engagement in learning;
c. Generates high expectations for learning growth by all students; and
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership

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.

The leader:
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
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; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

The leader:
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;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
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;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

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.

The leader:
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;
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;
c. Promotes school and classroom practices that validate and value similarities and differences among students;
d. Provides recurring monitoring and feedback on the quality of the learning environment;
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
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.

Domain 3: Organizational Leadership

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.

The leader:
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

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

The leader:
a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

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.

The leader:
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

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.

The leader:
a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior

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.

The leader:
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.
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;
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;
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
e. Demonstrates willingness to admit error and learn from it;
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History–New 5-24-05, Formerly 6B-5.0012, Amended 11-15-11.

Florida School Leader Assessment (FSLA)
Conference Summary/Proficiency Status Update - Short Form

Leader:	
Supervisor:	
This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe:	

Domain 1: Student Achievement

( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.1 – Academic Standards	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.2 – Performance Data	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.4 - Student Achievement Results	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

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

	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.1 - Learning Organization	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.2 - School Climate	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.3 - High Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.4 - Student Performance Focus	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 2: Instructional Leadership

( ) Highly Effective ( ) Effective ( ) Needs Improvement ( ) Unsatisfactory

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*

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

	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.1 - FEAPs	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.2- Standards based Instruction	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.4 - Curriculum Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.5 - Quality Assessments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.1 - Recruitment and Retention	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.2- Feedback Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.3 - High effect size strategies	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.4 - Instructional Initiatives	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Indicator 4.6 –Faculty Development Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.7 - Actual Improvement	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.				
( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**	
Indicator 5.1 - Student Centered	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.2 - Success Oriented	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.3- Diversity	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.4 - Achievement Gaps	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 3 - Operational Leadership			
( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
***Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.*			
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.			
	( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 6.1- Prioritization Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.2- Problem Solving.	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.3 - Quality Control	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.4 - Distributive Leadership	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.5 - Technology Integration	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
Indicator 7.1- Leadership Team	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.2 - Delegation	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.3 - Succession Planning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.4 - Relationships	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**	
Indicator 8.1 - Organizational Skills	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
	( ) Highly Effective	**( ) Effective**	**( ) Needs Improvement**	**( ) Unsatisfactory**
Indicator 9.1— Constructive Conversations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.3 - Accessibility	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.4 - Recognitions	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 4 - Professional and Ethical Behaviors			
( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency, an individual can assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.			
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.			
	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.1 – Resiliency	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.2 - Professional Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.3 - Commitment	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 10.4 – Professional Conduct	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Additional Metric

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

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

DP target 1:	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
DP target 2:	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
DP target 3:	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Florida School Leader Assessment (FSLA)

Multi-dimensional Leadership Assessment

Data Collection and Feedback Protocol:

Domain 1 - Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of evaluation, through the proficiency areas and indicators in this domain, focus on leadership behaviors that influence the desired student results.

Proficiency Area 1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master. Note: Every credit course has specific academic standards assigned to it. NGSSS and Common Core standards assigned to each course are found in www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Every faculty meeting and staff development forum is focused on student achievement on the common core and NGSSS, including periodic reviews of student work. The leader can articulate which common core standards are designated for implementation in multiple courses.	The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course description.	Common Core and New generation Sunshine State Standards are accessible to faculty and students and required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students. Assignments and activities in most but not all courses relate to the standards in the course description.	Classroom learning goals and curriculum is not monitored for alignment to standards or is considered a matter of individual discretion regardless of course descriptions requirements. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course description. Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• School leader extracts data on standards associated with courses in the master schedule from the course description and monitor for actual implementation. • Lesson plans are monitored for alignment with correct standards.		• Lesson plans identify connections of activities to standards. • Teacher leaders' meeting records verify recurring review of progress on state standards. • Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course	

• Agendas, memorandum, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. • Common core standards shared by multiple courses are identified and teachers with shared common core standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. • Other leadership evidence of proficiency on this indicator.	description. • Teachers routinely access course descriptions to maintain alignment of instruction with standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.1

Highly Effective:	Effective:.	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Common Core or NGSSS?	How do you support teacher conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to insure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

Florida School Leader Assessment (FSLA)

Multi-dimensional Leadership Assessment

Data Collection and Feedback Protocol:

Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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 has coached school administrators in other schools to improve their data analysis skills. To inform instructional decision making.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance and data insights are regularly the subject of faculty meetings and professional development sessions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) is seldom used to inform instructional leadership decisions.	The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator.	• Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Florida School Leader Assessment (FSLA)
Multi-dimensional Leadership Assessment
Data Collection and Feedback Protocol:

Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

Florida School Leader Assessment (FSLA)
Multi-dimensional Leadership Assessment
Data Collection and Feedback Protocol:

Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives. Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements. Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of the some staff.	Planning for improvement in student achievement is not evident and goals are neither measurable nor specific. The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Clearly stated goals are accessible to faculty and students. • Agenda, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. • Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. • Leader's presentations to parents focus on the school goals for student achievement. • Other leadership evidence of proficiency on this indicator.	• Faculty members are able to describe their participation in planning and goal setting processes. • Goals relevant to students and teachers actions are evident and accessible. • Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning. • Teachers and student tracking their progress toward accomplishment of the stated goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What methods of sharing successful planning processes with other school leaders are most likely to generate district wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections"?	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. 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 interventions, and reports improved results.	The leader reaches the required numbers, meeting performance goals for student achievement. Results on accomplished goals are used to maintain gains and stimulate future goal setting. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	Accumulation and exhibition of student improvement results are inconsistent or untimely. Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed generate improvements for all students.	Evidence of student improvement is not routinely gathered and used to promote further growth. Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader generates data that describes what improvements have occurred. • Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that. progress to teacher and student capacity to make further gains. • Evidence on student improvement is routinely shared with parents. • Other leadership evidence of proficiency on this indicator.	• Teachers routinely inform students and parents on student progress on instructional goals. • Posters and other informational signage informing of student improvements are distributed in the school and community. • Team and department meetings minutes reflect attention to evidence of student improvements. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

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

Narrative: This proficiency area is aligned with Florida Principal Standrad #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person's job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving sub-groups?. This indicator address the systemic processes than make gap reduction possible. Is the leader proficient in building capacity for change?
Note: Indicator 5.4 addresses actual success in reducing achievement gaps.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school. There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning and the leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning	The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all student's learning and closing learning performance gaps among student subgroups within the school.	The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking), are emerging but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.	There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization. Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.

organization.			
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• Principal's support for team learning processes focused on student learning are evident throughout the school year. • Principal's in team learning processes focused on student learning. • Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues. • School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement. • The principal supports through personal action professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. • Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students. • Other leadership evidence of proficiency on this indicator.		• Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school. • Professional learning actions by faculty address performance gaps among student subgroups within the school. • Performance gaps among student subgroups within the school show improvement trends. • Faculty department, team, and cross-curricular meetings focus on student learning. • Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues. • Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives. • There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened. • Teacher or student questionnaire results addressing learning organization essential elements. • Other impact evidence of proficiency on this indicator.	
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* **[ ] Highly Effective** **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 2.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the whole together?	Where the essential elements of a learning organization are in place and interacting, how do you monitor that what you are creating collectively is focused on student learning needs and making a difference for all students?	What essential elements of a learning organization have supports in place and which need development? Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	What happens in schools that are effective learning organizations that does not happen in this school? How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?

Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: "Climate" at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school. Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty. The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students. School wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students. Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.	Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable sub-groups who do not perceive the school climate as supportive of their needs. The school climate does not generate a level of school wide student engagement that leads to improvement trends in all student sub groups. The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all sub-groups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.	Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate. Student sub-groups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student sub-groups are recognized and addressed. • There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. • The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. • The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate.	• Classroom rules and posted procedures stress positive expectations and not just "do nots". • All student sub-groups participate in school events and activities. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. • Students in all sub-groups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors anecdotal evidence of trends in student attitudes toward the school and engagement in learning. • Teacher /student/parent survey or questionnaire results. • The availability of and student participation in academic

• Other leadership evidence of proficiency on this indicator.	supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?	What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school? How could you share with your colleagues across the district the successes or not of your efforts?	How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?	What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?

Florida School Leader Assessment (FSLA)
Multi-dimensional Leadership Assessment
Data Collection and Feedback Protocol:

Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. "Every child can learn" takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations. Benchmarking expectations to the performance of the state's, nation's, and world's highest performing schools. Creating systems and approaches to monitor the level of academic expectations. Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student. Ensuring that students are consistently learning, respectful, and on task. Setting clear expectations for student academics and establishing consistent practices across classrooms. Ensuring the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	The leader creates and supports high academic expectations by setting clear expectations for student academics but is inconsistent or occasionally fails to hold all students to these expectations. Setting expectations but failing to empower teachers to set high expectations for student academic performance.	The leader does not create or support high academic expectations by accepting poor academic performance. Fails to set high expectations or sets unrealistic or unattainable goals. Perceptions among students, faculty, or community that academic shortcomings of student sub-groups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Teacher Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School Improvement Plan targets meaningful growth beyond what normal variation might provide. • Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation are stressed. • Samples of written feedback provided teachers regarding student goal setting practices are focuses on high expectations. • Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for "raising the bar". • Other leadership evidence of proficiency on this indicator.	• Rewards and recognitions are aligned with effort for the more difficult rather than easier outcomes. • Learning goals routinely identify performance levels above the targeted implementation level. • Teachers can attest to the leader's support for setting high academic expectations. • Students can attest to the teacher's high academic expectations. • Parents can attest to the teacher's high academic expectations. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.3

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful but not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards. There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data. Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.	Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation. Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessment on student progress on them is a routine event. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	Standards have been analyzed, but are not translated into student-accessible language. School level assessments are inconsistent in their alignment with the course standards. Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress. Student work is posted, but does not reflect proficient work throughout the building.	There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards. School level assessments are not monitored for alignment with the implementation level of the standards. No processes in use to analyze standards and identify assessment priorities. No high priority standards are identified and aligned with assessment practices.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students current levels of performance are routinely used by the leader to communicate "current realities". • Documents, charts, graphs, tables, and other forms of graphic displays reflecting trend lines over time on student growth on learning priorities. • Teacher schedule changes based on student data. • Curriculum materials changes based on student data. • Other leadership evidence of proficiency on this indicator.	• Faculty tracking student progress practices. • Students tracking of their own progress on leaning goals. • Current examples of student work posted with teacher comments reflecting how the work aligns with priority goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?

Florida School Leader Assessment (FSLA)
Multi-dimensional Leadership Assessment
Data Collection and Feedback Protocol:

Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

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

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.
Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at http://www.floridaschoolleaders.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs. The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language. Teacher-leaders at the school	The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs. Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation. The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language. The leader uses the common	The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs. The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language. There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language	There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations. The leader does not give evidence of being conversant with the FEAPs or the common language. The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.

use the FEAPs and common language.	language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.	but errors or omissions are evident.	

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language. • School improvement documents reflect concepts from the FEAPs and common language. • Faculty meetings focus on issues related to the FEAPs. • The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs. • The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references. • Other leadership evidence of proficiency on this indicator.	• Teachers are conversant with the content of the FEAPs. • Teachers use the common language and attribute their use to the leader providing access to the online resources. • School level support programs for new hires include training on the FEAPs. • FEAPs brochures and excerpts from the common language are readily accessible to faculty. • Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs. • Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 3.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by:

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida's plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader's proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state's academic standards (Common Core, NGSSS, Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the "right stuff" (the state standards adapted based on data about student needs).
Note: Course descriptions and the standards for each course may be explored at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course. The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students. Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills. The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.	Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course. Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students. The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses. Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.	Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course. Instruction is aligned with the standards in some courses. Instruction is delivered in a rigorous manner in some courses. Instruction is culturally relevant for some students. The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.	There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects. The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate. The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• The leader's faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards.		• Faculty members routinely access or provide evidence of using content from www.floridastandards.org • Faculty have and make use of the list of standards associated	

Data Collection and Feedback Protocol:

• School Improvement Plan goals and actions are linked to targeted academic standards. • The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean. • Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance. • Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. • School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. • Other leadership evidence of proficiency on this indicator.	with their course(s). • Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses. • Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction. • Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 3.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant? What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?	In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards? How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?	What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels? How can your leadership in curriculum and instruction convey respect for the diversity of students and staff? How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students? What are ways you can ensure that staff members are aligning their instructional practices with state standards?	Where do you go to find out what standards are to be addressed in each course? How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction? Do you have processes to monitor how students spend their learning time? In what ways are you monitoring teacher implementation of effective, research-based instruction? In what ways are you monitoring teacher instruction in the state's academic standards?

Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.

Narrative: "Learning goals" is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates "scales" or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader's proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals, Do the student pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at www.floridastandards.org, www.floridaschoolleaders.org, and www.startwithsuccess.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals. Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained. The leader routinely shares examples of effective learning goals that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.	Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide. Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged. The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students. Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.	Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses. Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort. Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards. Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.	Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are not systematically provided across the curriculum to guide student learning, or learning goals, where provided, or are not aligned to state standards in the course description. The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course). There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	

Data Collection and Feedback Protocol:

• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do. • Teacher observation and feedback practices routinely address learning goals and tracking student progress. • Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. • Leader's communications to students provide evidence of support of students making progress on learning goals. • Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. • Other leadership evidence of proficiency on this indicator.	• Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students. • Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. • Teacher documents prepared for parent information make clear the targeted learning goals for the students. • Students are able to express their learning goals during walkthroughs or classroom observations. • Students are able to explain the relationship between current activities and assignments and priory learning goals. • Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression • Methods of both teachers and students tracking student progress toward learning goals are evident. • Celebrations of student success include reflections by teachers and students on the reasons for the success • Other impact evidence of proficiency on this indicator

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 3.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards are determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.
Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available. The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement. Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.	Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards. Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards. Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.	Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum. Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement. Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.	There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook. • School procedures for acquisition of instructional materials include assessment of their usefulness in helping students master state standards and include processes to address gaps or misalignments. • Course descriptions play a larger role in focusing course content than do test item specification documents. • Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description.	• Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description. • Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards. • Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text. • Teachers can identify supplementary material used to deepen student mastery of standards. • Parent feedback/questionnaire results indicate recognition that

• Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation. • NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials. • Other leadership evidence of proficiency on this indicator.	the school is focused on standards-based instruction rather than covering topics or chapters. • Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. • Results on student growth measures show steady improvements in student learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 3.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs "assessment literacy" to address these questions. Where indicator 1.2 addresses the leader's proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement. Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.	The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis. The leader routinely shares knowledge with staff to increase students' achievement. Formative assessment practices are employed routinely as part of the instructional program. The leader uses state, district, school, and classroom 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.	The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis. The leader inconsistently shares knowledge with staff to increase student achievement. There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership. There is rudimentary use of assessment data from state, district, school, and classroom.	The leader has little knowledge and/or skills of assessment literacy and data analysis. There is little or no evidence of interaction with staff concerning assessments. The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership. Student achievement remains unchanged or declines. The leader does not use assessment data from state, district, school, and classroom.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of written feedback are provided to teachers regarding effective assessment practices. • Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. • Assessment rubrics are being used by the school. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe interactions with the leader where effective assessment practices are promoted. • Teachers attest to the leader's efforts to apply knowledge and skills of effective assessment practices. • Teachers attest to the leader's frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. • Other impact evidence of proficiency on this indicator.

Data Collection and Feedback Protocol:

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*			
[ ] Highly Effective	**[ ] Effective**	**[ ] Needs Improvement**	**[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 3.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data? What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty? How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement? In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?	How are you expanding your knowledge and/or skills of assessment literacy and data analysis? What strategies have you considered that would increase your interaction with staff concerning assessments? How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?

Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader's monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district's teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.1 is focused on the leader's grasp of the FEAPs whereas this indicator focuses on monitoring the faculties' grasp of the FEAPs. Indicator 4.2 is focused on the leader's use of monitoring data to provide timely feedback.

Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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. The leader shares productive monitoring methods with other school leaders to support district wide improvements.	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's monitoring practices are consistently implemented in a supportive and constructive manner.	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 manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Schedules for classroom observation document monitoring of faculty. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices. • Agendas for meetings address faculty proficiency issues arising from the monitoring process. • Leadership team agendas or memoranda focused on issues arising from monitoring. • Principals resource allocation actions are adjusted based on monitoring data. • Other leadership evidence of proficiency on this indicator.	• The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring. • Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. • Other impact evidence of proficiency on this indicator.

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 3.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency? How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?	How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?	How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?	How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?

Proficiency Area 4: Faculty Development. Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff, focus on evidence, research, and classroom realities faced by teachers, link professional practice with student achievement to demonstrate the cause and effect relationship, facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from "what is the current reality" of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Narrative: The focus of this indicator is on the leader's actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers. Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.	The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized. A hiring process is clearly communicated including how staff is involved.	The leader relies on the district office to post notices of vacancies and identify potential applicants. Efforts to identify replacements tend to be slow and come after other schools have made selections. Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.	The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success. No coherent plan or process is employed to encourage quality staff to remain on the faculty.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Samples of hiring documents (e.g., posting notices, interview questions with look/listen fors) that identify highly desirable instructional proficiencies needed in teacher applicants. • Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes. • Evidence that the leader has shared successful hiring practices with other administrators and colleagues within the district. • Other leadership evidence of proficiency on this indicator.		• Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served. • Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process. • Teacher leaders are involved in monitoring staffing needs and providing input to the leader. • Other impact evidence of proficiency on this indicator.	

Data Collection and Feedback Protocol:

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*			
[ ] Highly Effective	**[ ] Effective**	**[ ] Needs Improvement**	**[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 4.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What can be done to encourage quality teachers to stay with your school and quality applicants to seek to join the faculty?	What connections do you have to reach potential applicants other that the districts personnel office?	Have you gathered data about why teachers choose to leave your faculty? What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	At what point in the school year do you check on staff retention and estimate future staffing needs? In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

Highly Effective: ' action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency. The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices. Corrective and positive feedback is 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 adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs. The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.	There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. Informal feedback is rare, nonspecific, and not constructive.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of written feedback provided teachers regarding prioritized instructional practices. • School improvement plan reflects monitoring data analyses. • Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring. • The leader's use of time results in about ½ the work month spent on instructional issues, including monitoring and feedback practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator.	• Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new levels. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Other impact evidence of proficiency on this indicator.

Data Collection and Feedback Protocol:

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*			
[ ] Highly Effective	**[ ] Effective**	**[ ] Needs Improvement**	**[ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.

Narrative: Teaching is a complex process. The "right thing to do" varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader's proficiency in focusing faculty attention on improvement of those "high effect size" strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.
Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.org

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of all the learning environment for all students. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies. The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.	In addition to the formal feedback consistent with the district evaluation system indictors, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies. Corrective and positive feedback on high effect size strategies is linked to organizational goals. Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.	The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies. The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers expertise.	The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty. Feedback on high effect size strategies is rare, nonspecific, and not constructive.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Professional learning supports on the high effective size strategies are readily available to faculty. • Samples of written feedback provided teachers high effect size instructional strategies. • School improvement plan includes actions to improve proficiency in high effect size strategies. • Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances. • Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of	• Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies. • Teachers report recognition as team members and as individuals for quality work on high effect strategies. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new levels. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies. • Other impact evidence of proficiency on this indicator.

high effect size strategies. • The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same. • Other leadership evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 4.3

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback on high effect size strategies that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them on high effect size strategies? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Indicator 4.4 -Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.
Note: District and FLDOE websites provide support and information about priority initiatives.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. • MTSS is fully implemented. • RtI is fully implemented. • Reading Strategies from Just Read, Florida! are implemented. • The leader can identify all of the initiatives in use and describe how progress is monitored for each. • Other leadership evidence of proficiency on this indicator.		• Classroom teachers describe how they implement the various initiatives. • Teachers have participated in professional development. associated with the initiative and implemented the strategies learned. • Other impact evidence of proficiency on this indicator.	
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 4.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning).Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies. The leader is personally involved in the learning activities of the faculty in way s that both show support and deepen understanding of what to monitor. The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs. The leader removes barriers to time for professional learning and provides needed resources as a priority. Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies. Time for professional learning is provided but is not a consistent priority. Minimal effort expended to assess the impact of professional learning on instructional proficiency. Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.	Focused professional development on priority learning needs is not operational. Few faculty members have opportunities to engage in collegial professional development processes on the campus. Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development. • Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. • Schedules provide evidence of recurring time allocated for professional learning.	• Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement. • Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus. • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning.

• Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator.	• Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 4.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?

Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by:

- **generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan,**
- **identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement),**
- **aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,**
- **and using instructional technology as a learning tool for students and faculty.**

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
The leader has demonstrated a record of differentiated professional learning for faculty based on student needs. The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff. The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.	Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.	The leader attempts to implement all of the priority instructional needs without a plan for doing so. The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.	Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documentation that professional learning is determined on the basis of student achievement and teacher competency data. • Evidence that professional learning includes culturally relevant instructional practices. • Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities. • Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction. • Other leadership evidence of proficiency on this indicator.	• Staff describe ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs. • Teachers can articulate a process to help them develop individualized learning plans. • Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan. • Teachers can identify their learning needs as they relate to student learning needs. • Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives. • Faculty can provide evidence of culturally relevant and differentiated instruction.

	• Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 4.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader's actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district's teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher's proficiency is occurring.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines. Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.	The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.	There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory. There is significant variation between teachers student growth measures and principal's assessment of instructional practices.	The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership. There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress. • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress. • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement. • Other leadership evidence of proficiency on this indicator.	• The percentage of teachers rated highly effective increases. • The percentage of teachers rated effective increases. • The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases. • The percentage of teachers ranking at or above the district average on student growth measures increases. • The percentage of teachers with highly effective rating on high effect size instructional strategies increases. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Data Collection and Feedback Protocol:

Reflection Questions for Indicator 4.7

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How well aligned are your assessments of instructional practice with the results of student growth measures? In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?	How would you describe your efforts to improve instruction? In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?	How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways? What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?	How are you making a difference in the quality of teaching in your school? What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?

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

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student's experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of polices and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
The leader provides clear, convincing, and consistent evidence that they ensure 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 leader provides clear evidence that they create and maintain 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.	The leader provides limited evidence that they create a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement.	The leader provides little to no evidence that s/he make 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.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. • Agendas, meeting minutes, etc., show recurring attention to student needs. • Leader has procedures for students to express needs and concerns direct to the leader. • School policies, practices, procedures are designed to address student needs. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. • Student questionnaire results reflect satisfaction with school attention to student needs and interests. • Parent questionnaire results reflect satisfaction with schools attention to student needs and interests. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 5.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction). Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring). Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs. Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.	Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students. Celebrations of student success are common events and are focused on recognition of the methods and effort expended so student understand what behaviors led to the success. Most grades and subject track student learning growth on priority instructional targets. MTSS operational across the grades and subjects.	Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students. Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. MTSS operational in some classes.	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 not operational.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agendas, memorandum, and other documents provide direction on implementation of MTSS. • Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. • Leader solicits student input on processes that support or hamper their success. • Leader does surveys and other data collections that assess	• Teachers' records reveal data-based interventions and progress monitoring. • Teacher-directed celebrations of student success identify causes of success. • Supplemental supports are provided in classes. • Teacher and student tracking of progress results in data on student success. • Other impact evidence of proficiency on this indicator.

school conditions that impact student well-being. • Other leadership evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 5.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports? How do you share effective continuous progress practices with oth4r school leaders?	How do you enable teachers proficient at MTSS to share the process with other teachers? What continuous progress practices should be shared with the entire faculty?	How do you monitor instructional practice to assess the quality of implementation of MTSS? How do you monitor the impact of targeted supplemental supports? What barriers to student success are not being addressed in your school?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?

Indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

Narrative: "Diversity practices" refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader shares with others throughout the district strategies that help them put into action their 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 provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.	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. Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students. 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.	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 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.	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. Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents that support the use of diversity as an asset in the development and implementation of procedures and practices. • Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly. • Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. • School policies, practices, procedures that validate and value similarities and differences among students. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students. • Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 5.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your 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?	How might you increase the consistency with which you act 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?	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student sub-groups, indicator 5.4 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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. The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	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 inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. No changes in practices or processes have been implemented under the leader's direction that are designed to address achievement gaps. The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Statistical analyses identifying academic needed of sub-group members. • Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students. • School policies, practices, procedures that validate and value similarities and differences among students. • Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement. • Leader's actions in aligning parent and community resources with efforts to reduce achievement gaps. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement. • Lesson study groups focused on improving lessons to impact achievement gap. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 5.4

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

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Domain 3: Organizational Leadership

Narrative: 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.

Proficiency Area 6. Decision Making: Effective school leaders:

- **Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data;**
- **Manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;**
- **Establish personal deadlines for themselves and the entire organization; and**
- **Use a transparent process for making decisions and articulating who makes which decisions.**

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning. The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission. Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.	The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development. The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.	The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning. The leader produces limited evidence that the school's vision and mission impacts decision making.	The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions. The leader produces little to no evidence of making decisions that are linked to the school's vision and mission. Decisions adverse to student growth and/or faculty development are made.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or	

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of such evidence may include, but are not limited to the following:	community. Illustrative examples of such evidence may include, but are not limited to the following:
• The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency. • Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth. • Documents showing the development and modification of teacher and student schedules are based on data about student needs. • Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues. • Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements. • Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning. • Team and department meeting minutes reflect student learning and faculty proficiency as priority issues. • Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency. • Principal's secretary prioritizes mail based on relation to student learning and faculty growth. • Office staff handle routine events to protect leader's time for instructional and faculty development issues. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 6.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system? How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans? How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert? Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?	How should your awareness of learning, teaching, and student development inform decisions? How might you better align your decisions with the vision and mission of your school?

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Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.

Narrative: Problem solving is an essential support to decision making. The leader's skill in using thinking skills and data to define problems and identify solutions is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors. The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution. The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.	The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed. The leader identifies multiple approaches for solving a problem. The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem. Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact. The solution is implemented and the results reviewed with some consideration for further work.	The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality. Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors. The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.	The leader demonstrates a limited ability to identify a problem statement or related contextual factors. Solutions are vague or only indirectly address the problem statement. Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented. • A well-established problem-solving process can be described by the leader. • Data records reveal the range of problems addressed and after-implementation data collections. • Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented. • Other leadership evidence of proficiency on this indicator.	• Teachers can personally attest to the problem-solving skills of the leader. • Teachers report a high degree of satisfaction with the problem-solving process established by the leader. • Teacher and/or students describe participating in problem solving led by the school leader. • Multi-tiered System of Support (MTSS) is fully operational in classrooms. • Sub-ordinate leaders are engaged in data-based problem solving. • Other impact evidence of proficiency on this indicator.

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Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 6.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

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Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data. There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new data. Review of decision and follow-up actions are consistently timely.	The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.	There is little or no evidence of reflection and reevaluation of previous decisions. Sub-ordinate leaders are not encouraged to evaluate prior decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Principal's work schedule reflects time for monitoring the implementation of priority decisions. • Other leadership evidence of proficiency on this indicator.	• Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 6.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

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Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader's capacity to share the "right stuff" and distribute decision making among other appropriate staff is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership. The leader encourages staff members to accept leadership responsibilities outside of the school building. The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.	The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles. The leader supports the decisions made as part of the collective decision-making process. Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.	Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues. Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.	There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions. The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what. • School improvement plan process reflects involvement by a variety of parties. • Evidence of shared decision-making and distributed leadership is present in leader's memorandums, e-mails, and other communications. • Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed. • Other leadership evidence of proficiency on this indicator.	• Sub-ordinate leaders and teacher leaders report meaningful roles in decision making. • Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making. • Teachers are able to identify which colleagues have a leadership or decision making role in any given issue. • Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general "pro-technology" standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader's use of technology to improve decision-making processes in several priority areas.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process. The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.	Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership. Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.	Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.	There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration. Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions. Technology integration does not support data exchanges, project management, and feedback processes.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• School improvement plan reflects technology integration as a support in improvement plans. • Leader has a technology integration plan used to provide technology supports to the degree possible with available resources. • School website provides stakeholders with information about and access to the leader. • Technology tools are used to aid in data collection and analyses and distribution of data findings. • Evidence that shared decision -making and distributed leadership are supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator.	• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process. • Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. • PowerPoint presentations, e-mails, and webpages of faculty members support involvement in decision making and dissemination of decisions made. • Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development. Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams. The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site. Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.	Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development. The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school. The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.	The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process. The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.	The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) have little or no involvement in processes that build leadership capacities. Persons under the leader's direction are unable or unwilling to assume added responsibilities. There is no or only minimal evidence of effort to develop leadership potential in others.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Organizational charts identify the leadership roles and team members. • The leader has a system for identifying and mentoring potential leaders. • The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility	• Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. • Teachers at the school report that leadership development is supported and encouraged. • Current leadership team members can describe training or

within the organization. • Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development. • The leader's communications to faculty and stakeholders reflect recognition of the leadership team. • Other leadership evidence of proficiency on this indicator.	mentoring they receive from the school leader regarding leadership. • Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities? How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?	How have you designed the school improvement process to develop leadership capacity from existing faculty? What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?	What process do you employ to encourage participation in leadership development? When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?	What process is available to you that help you screen and develop potential leaders? How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?

Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Staff throughout the organization are empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified 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 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 organizational business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. Clarity of the scope of delegated authority is inconsistent from one delegation to another. Actions taken by those to who tasks are delegated are sometimes overruled without explanation.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. If delegation has occurred there is a lack of clarify on what was to be accomplished or what resources were available to carry out delegated tasks.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do. • Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort. • Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty. • Other leadership evidence of proficiency on this indicator.	• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegate appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator.

Data Collection and Feedback Protocol:

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 7.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school's subs-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility. Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.	The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified. In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps. Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.	Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented. The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps. Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.	The leader takes little or no actions to establish a plan for succession management. Staff are hired to fill vacancies in key positions, who do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement. And no processes to remedy the trend are taken.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that address succession management priorities. • The leader has processes to monitor potential staff departures. • The leader accesses district applicant pools to review options as soon as district processes permit. • Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles. • Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles. • A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community. • Other leadership evidence of proficiency on this indicator.	• Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future. • Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions. • Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences. • Teachers can describe transparent processes for being considered for leadership positions within the school. • Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles. • Other impact evidence of proficiency on this indicator.

Data Collection and Feedback Protocol:

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 7.3

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices? What have you prepared to assist your successor when the time comes?	In what ways are you interacting with central office personal to share highly effective succession planning practices with other leaders throughout the district? What are some of your strategies you have employed that help your school get work done during vacancy periods?	What are the key components of within your succession management plan? What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?	In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?

Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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 (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders. Leader has effective collegial relationships with most faculty and subordinates.	The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) 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.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders. • Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school. • Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school. • Other leadership evidence of proficiency on this indicator.	• Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 7.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

Proficiency Area 8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Narrative: This proficiency area aligns with Standard 8. A school is an "organization." School leaders manage implementation of many rules, regulations, and policies. However, the "organization" is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build system thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.	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. Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.	Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget. The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.	There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Examples of projects that have been adjusted based on the input from a variety of sources. • Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance. • Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities. • School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress.		• Reports that require teacher input are submitted on time and in compliance with expectations. • Sub-ordinate leaders' records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates.	

Data Collection and Feedback Protocol:

• Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks. • School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?) • Examples of "systems planning tools" (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gantt Chart) are used that display the chronological interdependence of the project events that unfold over time. • Tasks and reports for parties outside the school are monitored for timely completion. • Other leadership evidence of proficiency on this indicator.	• Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning. • School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations. • Teachers are aware of time and task management processes and contribute data to them. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 8.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.? Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?	To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks? How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?	How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school? How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?	What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources? How to you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?

Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The 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 resourcefulness.	The leader leverages knowledge of 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, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using the budget to focus resources on school improvement priorities. Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination. The leader makes minimal attempts to secure added resources.	The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School financial information shows alignment of spending with instructional needs. • Documents are provided to faculty that indicate clear protocols for accessing school resources. • School Improvement Plan and spending plans are aligned. • Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator.	• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. • Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs. • Teachers can describe the process for accessing and spending money in support of instructional priorities. • Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 8.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development. Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs. The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.	The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development. School fiscal resources are allocated to support collegial processes and faculty development. Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.	The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development. There is a lack of sustained and focused resource allocation on these issues.	The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School financial information identifies resources employed in support of collegial learning. • Procedures for collegial groups to reserve rooms for meetings are provided to all faculty. • Protocol for accessing school resources to support collegial learning needs. • School Improvement Plan reflects role(s) of collegial learning teams. • Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice. • Master schedules are modified to promote collegial use through common planning times. • Other leadership evidence of proficiency on this indicator.	• Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement. • Lesson study groups, PLC's, and other forms of collegial learning teams are operational. • School-wide teacher questionnaire results reflect teacher participation in collegial learning groups. • Teachers' professional learning plans incorporate participation in collegial learning. • Department, team, or grade level meetings devote a majority of their time to collegial learning processes. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 8.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?	To what extent are faculty and staff aware of your focus on collegial processes? How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?	Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?

Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- **Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;**
- **Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and**
- **Recognizing individuals for good work, and maintaining high visibility at school and in the community.**

Narrative: The "voice of the school" represents a core set of communication processes that shape perceptions about the school – the leader's communications central among them. The leader must manage the "voice of the school" so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

Narrative: Skillful "speaking" is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader's task.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students. There is evidence of the leader making use of what was learned in constructive conversations with others in the leader's subsequent actions, presentations, and adjustments to actions.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/ feedback and to inform instructional and leadership practices. The leader systematically communicates with diverse stakeholders about high achievement for all students.	The leader's involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader "reaching out." The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices. The leader's communications with stakeholders about high achievement for all students are not carefully planned and implemented.	The leader's visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school. The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices. The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative	

of such evidence may include, but are not limited to the following:	examples of such evidence may include, but are not limited to the following:
• Samples of communication methods used by the leader. • A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty. • A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts. • Evidence of opportunities for families to provide feedback about students' educational experiences. • Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities). • Leader writes articles for school or community newspapers. • Leader makes presentations at PTSA or community organizations. • Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues. • The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts. • Other leadership evidence of proficiency on this indicator.	• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Local newspaper articles report involvement of school leader and faculty in school improvement actions. • Letters and e-mails from stakeholders reflect exchanges on important issues. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 9.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?	What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?	How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community? What might be some of the things you are taking away from this experience that will influence your communication practice in the future?	How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?

Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the "school leader's two step." Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals. The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures. 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. Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues. 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. Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	Expectations and goals regarding student and faculty 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. Uses terms in the Florida common language of instruction incorrectly thus misguiding others.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:	
• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals. • School safety and behavioral expectations are accessible to all. • Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Support (MTSS) is provided. • School Improvement Plan is based on clear actionable goals. • Leader is able to access Florida's common language of instruction via online resources. • Other leadership evidence of proficiency on this indicator.		• Faculty routinely access www.floriodastandards.org to align course content with state standards. • Staff survey results reflect awareness and understanding of priority goals and expectations. • Parent survey results reflect understanding of the priority academic improvement goals of the school. • Parents' communications to the school reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • Student survey results reflect understanding of goals and expectations that apply to the students. • Sub-ordinate leaders use Florida's common language of instruction. • Other impact evidence of proficiency on this indicator.	

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 9.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system? How does feedback from key stakeholder groups inform the work of the school?	How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?	How might you improve your consistency of interactions with stakeholders regarding the work of the school? Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?	What are your priority goals for school improvement? How do you know whether others find them clear and comprehensible?

Indicator 9.3 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups. The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs. The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community. Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success. Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.	Leader's actions to be visible and accessible are inconsistent or limited in scope. Limited use of technology to expand access and involvement. Leadership is focused within the school with minimal outreach to stakeholders.	Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school. Leader has low visibility to students, staff, and community.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with parents and other stakeholders. • Websites or weblogs provide school messaging into the community. • Leader's participation in community events. • Leader has established policies that inform students, faculty, and parents on how to get access to the leader. • Leader monitors office staff implementation of access policies to insure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator.	• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary. • Sub-ordinate leaders' involvement in community events where school issues may be addressed. • "User friendly" processes for greeting and determining needs of visitors. • Newspaper accounts reflecting leader's accessibility. • Teacher and student anecdotal evidence of ease of access • Parent surveys reflect belief that access is welcomed. • Office staff handle routine requests for access in ways that satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. • Other impact evidence of proficiency on this indicator.

Data Collection and Feedback Protocol:

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*			
[ ] Highly Effective	**[ ] Effective**	**[ ] Needs Improvement**	**[ ] Unsatisfactory**
Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.			

Reflection Questions for Indicator 9.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How can you involve sub-ordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than "good job." It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others "by what methods" they may do the same.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation is such recognitions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Faculty meeting agendas routinely include recognitions of progress and success on goals. • Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared. • Samples of recognition criteria and reward structures are utilized. • Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria. • Communications to community groups are arranged recognizing student, faculty, and school accomplishments. • Other leadership evidence of proficiency on this indicator.	• Teachers attest to the leader's recognition of them as individuals and as team members. • Teachers describe feedback from the leader that acknowledge specific instructional strengths or improvements. • Teachers report that the leader uses a combination of methods to promote the accomplishments of the school. • Students report both formal and informal acknowledgements of their growth. • Bulletin boards or other media display evidence of student growth. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log: Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Indicator 9.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	In what ways are you utilizing the recognition of failure as an opportunity to improve? How do you enable those that make progress to share "by what method" they did so?	How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice? What do you want to be most aware of as you make future plans in this area?	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

Florida School Leader Assessment (FSLA)
Multi-dimensional Leadership Assessment
Data Collection and Feedback Protocol:

Domain 4 - Professional and Ethical Behavior

Narrative: 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.

Proficiency Area 10: Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system and generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and**
- **productive attitudes in the face of adversity.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to "weather the storm(s)" to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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 the organization learned for the future. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. 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 admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.	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. Some evidence of learning from mistakes is present. The leader tolerates dissent, but there is very little of it in public. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes. The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult. Dissent or dialogue about the need for improvements is absent due to a climate of fear and

supported as a result. The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization. The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.	Non-defensive attitude exists in accepting feedback and discussing errors and failures. There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input. Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions. The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	intimidation and/or apathy. No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. • 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 the organization learned for the future. • The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports, and professionally implements organizational policy and leadership decisions. • The leader recognizes and rewards thoughtful dissent. • The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. • The leader offers evidence of learning from dissenting views • Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights). • The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives. • Other leadership evidence of proficiency on this indicator.	• Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented. • Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization. • The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding. • Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity. • Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts. • Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.1

Reflection Questions			
Highly effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing organizational policy and leadership decisions? What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?	How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions? How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?	When or how is it appropriate to challenge policy and leadership decisions, if at all? What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?	How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff? What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?

Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few "thin slices." Indicator 10.2 is focused on the impact of the leader's professional learning – does the leader's learning result in improved performance?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Performance improvements linked to professional learning are shared with other leaders thus expanding impact. The leader approaches every professional learning opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated. The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.	The leader routinely shows improvement in areas where professional learning was implemented. The leader engages in professional learning 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 learning that is required of other leaders in the organization. The leader personally attends and actively participates in the professional learning required of teachers. There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.	The leader demonstrates some growth in some areas based on professional learning. The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization. The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation. The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	There is no or only minimal impact of professional learning on the leader's performance. The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff. The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals. Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• The leader is an active participant in professional learning		• Teachers' anecdotal evidence of the leader's support for and	

provided for faculty. • The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district. • Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. • Case studies of action research shared with subordinates and/or colleagues. • Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. • Membership and participation in professional learning provided by professional organizations. • Other leadership evidence of proficiency on this indicator.	participation in professional learning. • School-wide teacher questionnaire results reflecting leadership support for professional learning. • The frequency with which faculty members are engaged in professional learning. • Changes in student growth data, discipline data, etc., after faculty professional development. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What has been most effective in creating a focus on professional learning? How might you lead this effort across the district? How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?	To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings? How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole? How are you adjusting application when clear evidence of success is not apparent?	How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?	What steps can you take to participate in professional learning focused on school and district goals with your staff? What steps can you take to begin to apply professional learning to your daily work?

Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. • Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. • The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success. • Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them. • Other leadership evidence of proficiency on this indicator.	• Student results show growth in all sub-groups. • Faculty members anecdotal evidence describe a leader focused on and committed to student success. • Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. • Student work is commonly displayed throughout the community. • News reports in local media draw attention to positive actions of students and school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
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 conduct and serves as a model for others within the district.	There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship. 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 and Principles. There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident. The leader has only a general recollection of issues addressed in the Code and Principles 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 profession in the state of Florida.	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.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • School improvement plan's focus on student success and evidence of actions taken to accomplish such plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. • Other leadership evidence of proficiency on this indicator.	• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. • Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community. • Parent or student questionnaire results. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

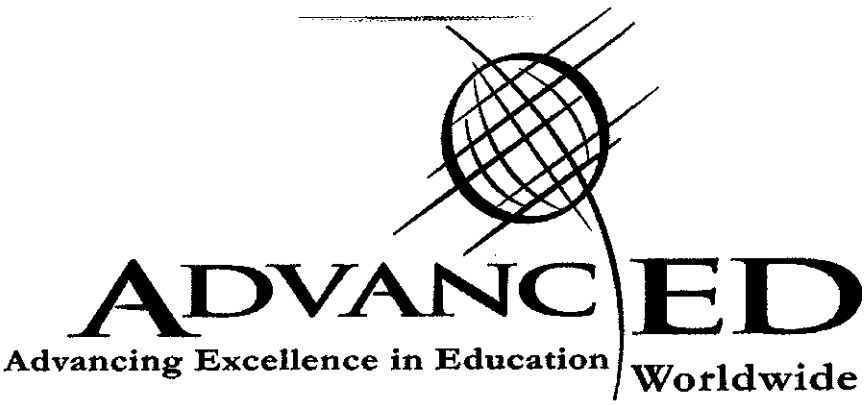
Reflection Questions for Indicator 10.4

Highly Effective: Leaders action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide 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?	In what ways are you demonstrating that you abide 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?

Flagler County Schools' Superintendent and evaluation team has chosen to use an online survey system to ensure quality, research based questions, that lead to increased academic improvement, are used for the evaluations. The Advanced Ed system for student/staff/parent surveys will be used. This fulfills the mandate for student/staff/parental input as well as providing a multimetric system for data collection. The teacher's system will include parent and student surveys. The administrative survey will include student, parent, and staff input.

The surveys are based on 35 parent responses, 53 staff responses, and the grade levels vary in the number of responses. K-2 provides for 14 responses, while 3-5 offers 20, and 6 -12 allows for 32 responses.The responses are categorized into strongly agree, agree, neutral, disagree, strongly disagree, and not applicable. The decision was made to attach point values to each category, thus making it available as a component of the total evaluation score. Due to the varying number of questions and responses for each grade level in the student surveys, a formula has been developed and is to be used to ensure the total score meets the score needed to calculate the points for the overall assessments. More specifically, the administrative points must allow for 80 possible points and the teacher survey must allow for 44 possible points. The scoring page with explanations and samples is attached.

The surveys are divided into multiple categories. They include Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support systems, Using Results for Continuous Improvement, and open ended questions. The open ended questions will not be scored, but will be a basis for discussion.



Examples of Evidence

For Districts and School Systems

Introduction

This Examples of Evidence resource is designed to provide a starting point for district personnel as they consider the evidence available in their district that demonstrates the district's adherence to the AdvancED quality standards. Intended to be used in conjunction with and as a resource to the Standards Assessment Report, this document provides examples of practices and artifacts that the district might consider using to support its responses to the indicators and focus questions in the Standards Assessment Report.

The examples of evidence in this resource helps the district engage in a discussion about how it knows it is adhering to the standards. The examples should not be used as a checklist, nor should they be interpreted as a data collection exercise. This document is a tool to help the district engage in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the district. The examples in the document aid the district in asking and answering the following questions: "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

Quality Assurance Review teams are more interested in evidence of the district's demonstration – active living of – the standards, rather than a collection of static documents. When thinking about evidence, districts should consider how the standards are demonstrated in the daily operation/functions of the district. The examples are intended to begin, but should not limit discussion, as there is a rich array of evidence beyond the examples provided in this document that districts can use to demonstrate how they meet the standards.

Districts should make use of existing data, and not spend time preparing special folders or notebooks of evidence for the team. Evidence in support of the standards should be accessible should the team request specific evidence (for example, easily downloaded off the district's website or pulled from district files), but does not need to be compiled separately for the purpose of the visit. The aim is to reduce unnecessary time spent in data collection and increase time for meaningful discussion, observation, and interaction around the district's demonstration of the standards in practice.

Standard 1: Vision and Purpose
Examples of Evidence

Practices

- Involvement by staff and community members in formation and/or processing of the vision, purpose, and goals
- Indication by staff and community members that they are familiar with the vision, purpose, and goals
- Wide distribution of the vision and purpose statements and goals throughout the district
- Leadership actions that develop commitment to the vision, and indications that stakeholders enthusiastically embrace the vision
- Linkage established in district services and activities to the stated vision, purpose, and goals of the school
- Current and trend data relating to student achievement and engagement, student characteristics, and relevant district information are available to stakeholders
- Staff familiarity with appropriate data regarding student achievement and engagement, student characteristics, and relevant district information
- Stakeholder reports of how the allocation of resources within the district reflect the stated vision, purpose, and goals
- Knowledge by stakeholders of discussion regarding vision, purpose, and goals
- Perception among stakeholders regarding the contemporary nature of the vision, purpose, and goals
- Perceptions among the stakeholders regarding the extent to which the articulated vision, purpose, and goals characterize the operation of the district

Artifacts

- Vision and/or purpose statement
- List of beliefs and/or core values
- Information system
- Surveys/evaluation instruments and results
- Annual and long-range goals
- Stakeholder perception data
- Minutes of meetings of leadership and/or stakeholder groups
- Written policies/procedures of stakeholder involvement in development of vision, purpose and goals
- District profile
- Newsletters containing information about vision and purpose
- Minutes of stakeholder groups regarding analysis and use of data
- Other

Sample

Standard 2: Governance and Leadership
Examples of Evidence

Practices

- Understanding among stakeholders of the specific and general policies and procedures established within the district
- Indications of compliance with local, state, and federal laws
- A variety of ways of reporting on student learning and district effectiveness
- An evaluation of organizational effectiveness
- Affirmation from stakeholders that leadership support for innovation and equity is taking place
- Professional development activities that reflect support for innovation and equity
- Student placement that provides for appropriate inclusion of students with special needs
- The degree of engagement by stakeholders in providing for services that impact student learning
- Access to learning opportunities that is equitable for all students
- Meaningful leadership roles assigned throughout the district
- Accomplishments of subordinate leaders within the district
- Mentoring of new staff
- Engagement and recognition of student leadership in various ways throughout the district
- Understanding among the stakeholders of the decision-making procedures within the district
- Leadership opportunities provided by stakeholder groups that impact district operations
- Avenues for two-way communication for stakeholders
- Connection between the staff evaluation system and professional growth of staff

Artifacts

- District policy manual
- Personnel handbook
- Information technology system
- Surveys/evaluation instruments on district effectiveness
- Stakeholder perception data
- Professional development program
- Personnel evaluation system
- Organizational chart
- Calendar of stakeholder meetings
- Agendas/minutes of stakeholder meetings regarding student learning and district effectiveness
- Budget allocation documents
- Program and/or project descriptions
- Other

Standard 3: Teaching and Learning
Examples of Evidence

Practices

- Student engagement in the classroom and classroom strategies that encourage active involvement of students in their own learning
- Staff research and use of data on the effectiveness of improvement strategies
- Ability of the staff to support selected instructional strategies and services that impact teaching and learning
- Willingness of the district leadership to support the investigation of strategies for improved services to impact teaching and learning
- The degree to which all staff are included in strategies for improvement
- Support of differentiated instruction provided to students with specific needs
- Various means employed to protect student learning time
- Efforts within and among the schools in the district to articulate learning both horizontally and vertically
- Ways in which the district supports students who have not met expectations
- A variety of services provided that impact teaching and learning
- Indication that district climate is important and is used to help guide district decisions
- Promotion of instructional activities that include support and interaction with information and media services

Artifacts

- Guides to services
- Agendas/minutes of department meetings
- Agendas/minutes of services provided to its schools
- Practices based on research
- Program and/or project descriptions
- Evaluation criteria for innovation
- Stakeholder perception data
- Student achievement results within the district
- Other

Standard 4: Documenting and Using Results
Examples of Evidence

Practices

- Evaluation of student learning and organizational effectiveness using a variety of assessments.
- The degree to which the district has a district-wide focus on assessment and ongoing analysis and use of data
- Efforts by the district to determine gaps between achievement goals and improvement expectations
- A variety of ways to provide training on data analysis for individuals and groups of staff
- Reports by staff about how data analysis, including analysis of assessment results, has been used to assist them in improving services to stakeholders or has altered services within the district
- A district-wide process of ongoing data analysis and use of data to improve services and organizational effectiveness
- Disaggregation of assessment data to reflect relevant groups in the district
- A variety of ways that assessment data are communicated throughout the district
- A variety of assessments that are directed both toward student achievement and organizational effectiveness
- The inclusion of data analysis topics in the agenda of professional development activities
- A comparative analysis of assessment data among similar districts
- The collection and analysis of multi-year trend data regarding student achievement and district effectiveness
- Assessment data that reflects growth in student performance and district effectiveness

Artifacts

- Information technology system
- Comprehensive set of assessments
- Student achievement data in the district
- Trend data regarding student achievement and district effectiveness
- Comparative data using districts of like purpose and demographics
- Agendas/minutes of stakeholders meetings for data analysis and use of data
- Policy and/or procedure to monitor overall student performance and district effectiveness
- Verifiable growth in student performance and district effectiveness
- Other

Standard 5: Resource and Support Systems
Examples of Evidence

Practices

- Trends in staff recruitment and resignation
- Level of staff preparation in specific area of assignment
- Level of pedagogical preparation for assigned responsibilities
- Engagement of new and veteran staff in mentoring programs
- Experiential background of staff relative to assigned responsibilities
- Evaluation of staff that includes focus on best practice
- The extent to which staff are involved in personal plans of professional development
- The engagement of all district employees in appropriate professional growth
- A variety of ways in which staff are evaluated in their areas of responsibility
- Alignment of resource allocation to services provided and district improvement plan requirements
- Degree of satisfaction among stakeholders regarding resource allocation for services and programs
- Indication that staff are knowledgeable that policies and procedures (audits) are in place to safeguard financial transactions from fraudulent practices
- Indications in perception data of concern for a safe and orderly environment
- Indication that facilities are regularly inspected and maintained
- Plans for continual updating of facilities
- Budget allocation for maintenance and facility development
- Regular updates to evacuation and crisis management plans
- Degree of consultative assistance available to schools in the district

Artifacts

- Documentation of position requirements
- Description of staff induction and professional development expectations
- Professional development plan and/or opportunities
- Data regarding staff retention and recruitment
- Written process describing how facilities are regularly inspected and maintained and data demonstrating the quality of these processes
- Agendas/minutes of staff meetings
- Evaluation system for new and continuing staff
- Annual budget
- Long range facility plans
- Facility maintenance history
- Financial audits
- Stakeholder perceptions
- Crisis management plan
- Building evacuation plan
- Violations and/or citations from state agencies
- Other

Standard 6: Stakeholder Communications & Relationships
Examples of Evidence

Practices

- Perception data from stakeholders regarding their feeling of affiliation with the district and being well-informed regarding district issues and events
- A variety of methods in which the district communicates with stakeholders
- The use of focus groups to process issues
- A formal process for stakeholders to present a grievance
- The inclusion of dialog with stakeholders in the communications process
- Evidence that the district responds to stakeholder input
- The range of engagement by stakeholders in the work of the district
- Individuals and groups representative of the service area that participate in the work of the district
- Awareness among stakeholders of the opportunities for engagement in the work of the district
- A wide variety of forums at which expectations for students and for school improvement are presented
- Stakeholder knowledge of expectations regarding student learning and of district improvement initiatives
- A variety of avenues to connect with stakeholders
- Examples of "two-way" communication between stakeholders and the district

Artifacts

- Stakeholder group surveys
- Stakeholder perceptions
- Agendas/minutes of stakeholder meetings
- Stakeholder membership on decision-making committees
- Stakeholder participation in services provided by the district
- Schedules of stakeholder meetings
- Reports to the stakeholders about the district and its schools
- Presentations to stakeholder groups
- Media reports on the district
- Communication plan
- District web site
- Newsletters
- Letters
- Emails
- Automated phone messages
- Other

Standard 7: Commitment to Continuous Improvement
Examples of Evidence

Practices

- The degree to which staff has analyzed results in the context of services provided and improvement plan interventions and strategies
- A broad range of involvement by stakeholder groups in the design, management, and implementation of the district's improvement plan
- Alignment of the district's improvement goals with needs identified in the profile and supported by data analysis
- Professional development activities that are aligned with and a part of the district's improvement plan
- Indication that individual professional staff development plans are related to the goals of the district's improvement plan
- Reports from staff regarding the impact of professional development activities upon their ability to implement the district's improvement strategies
- Reported/observed changes in staff behaviors as a result of professional development activities delivered in support of the district's improvement plan
- A variety of baseline and interval data to describe progress toward the goals
- The extent to which the improvement agenda has been widely discussed among stakeholders
- A variety of communication techniques used to inform stakeholders regarding the district's improvement efforts and successes
- A continuous review process to ensure ongoing monitoring and adjustment of the improvement plan
- A rigorous data analysis process to evaluate the degree of success in goal attainment
- Success demonstrated in reaching goals of the district's improvement plan

Artifacts

- Description of the district's improvement process
- District profile information
- District's improvement plan that focuses on student learning and organizational effectiveness
- A plan that includes components that provide specific goals, a set of appropriate assessments, a set of interventions expected to cause growth to occur, and a plan for ensuring that the staff have the skills to implement the plan
- Student performance and achievement data in the district
- Agendas/minutes of meetings regarding improvement activities and results
- Professional development plans
- Evaluation data on impact of interventions
- Communications to stakeholders regarding improvement activities and results
- Other

Parent Survey

Sample School

1234567890 Survey Code

AdvancED

Instructions

The purpose of this survey is to find out your opinions about your child's school. Read each statement and choose the response that most closely matches your opinion. Record your response on the answer sheet provided. Open-ended responses should be recorded on this survey document. Please answer each item honestly. Your responses will be completely confidential. Please return both this survey and the answer sheet.

Information About Me

1. Gender
   - 01 = Male
   - 02 = Female
2. Race
   - 01 = American Indian or Alaska Native
   - 02 = Asian
   - 03 = Black or African American
   - 04 = Native Hawaiian or Other Pacific Islander
   - 05 = White
   - 06 = Two or more races
3. Ethnicity
   - 01 = Hispanic
   - 02 = Not Hispanic or Latino
4. Oldest Child's Grade in this School
   - 99 = Pre-K
   - 00 = K
   - 01 = 1st grade
   - 02 = 2nd grade
   - 03 = 3rd grade
   - 04 = 4th grade
   - 05 = 5th grade
   - 06 = 6th grade
   - 07 = 7th grade
   - 08 = 8th grade
   - 09 = 9th grade
   - 10 = 10th grade
   - 11 = 11th grade
   - 12 = 12th grade

Purpose and Direction

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

1. Our school's purpose statement is clearly focused on student success.
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.
3. Our school has established goals and a plan for improving student learning.

Governance and Leadership

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

4. Our school's governing body operates responsibly and functions effectively.
5. Our school's governing body does not interfere with the operation or leadership of our school.
6. Our school has high expectations for students in all classes.
7. Our school shares responsibility for student learning with its stakeholders.
8. Our school communicates effectively about the school's goals and activities.
9. Our school provides opportunities for stakeholders to be involved in the school.

Teaching and Assessing for Learning

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
11. All of my child's teachers give work that challenges my child.
12. All of my child's teachers use a variety of teaching strategies and learning activities.
13. All of my child's teachers meet his/her learning needs by individualizing instruction.

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14. All of my child's teachers work as a team to help my child learn.
15. All of my child's teachers help me to understand my child's progress.
16. All of my child's teachers keep me informed regularly of how my child is being graded.
17. All of my child's teachers report on my child's progress in easy to understand language.
18. My child sees a relationship between what is being taught and his/her everyday life.
19. My child knows the expectations for learning in all classes.
20. My child has at least one adult advocate in the school.
21. My child is given multiple assessments to measure his/her understanding of what was taught.
22. My child has up-to-date computers and other technology to learn.
23. My child has access to support services based on his/her identified needs.

Resources and Support Systems

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

24. Our school provides qualified staff members to support student learning.
25. Our school provides an adequate supply of learning resources that are current and in good condition.
26. Our school provides a safe learning environment.
27. Our school provides students with access to a variety of information resources to support their learning.
28. Our school provides excellent support services (e.g., counseling, and/or career planning).
29. Our school provides opportunities for students to participate in activities that interest them.
30. Our school ensures that the facilities support student learning.
31. Our school ensures the effective use of financial resources.
32. Our school ensures that instructional time is protected and interruptions are minimized.

Using Results for Continuous Improvement

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

33. Our school ensures that all staff members monitor and report the achievement of school goals.
34. My child is prepared for success in the next school year.
35. My child has administrators and teachers that monitor and inform me of his/her learning progress.

Open-Ended Questions

Please write your responses below.

1. What do you like best about our school?

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2. What do you like least about our school?

3. What is one suggestion you would like to offer to improve our school?

Thank you for taking the time to complete and return this survey!

Not for Distribution

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Staff ·vey
Sample School
1234567890 Survey Code

AdvancED™

Instructions

The purpose of this survey is to find out your opinions about your school. Read each statement and choose the response that most closely matches your opinion. Record your response on the answer sheet provided. Open-ended responses should be recorded on this survey document. Please answer each item honestly. Your responses will be completely confidential. Please return both this survey and the answer sheet.

Information About Me

1. Gender
   01 = Male 02 = Female
2. Race
   01 = American Indian or Alaska Native 02 = Asian 03 = Black or African American
   04 = Native Hawaiian or Other Pacific Islander 05 = White 06 = Two or more races
3. Ethnicity
   01 = Hispanic 02 = Not Hispanic or Latino
4. Role
   01 = Support Staff 02 = Teacher 03 = Administrator
   04 = Other
5. Experience Level
   01 = Less than 1 year 02 = 1-3 years 03 = 4-10 years
   04 = 11-20 years 05 = More than 20 years

Purpose and Direction

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

1. Our school's purpose statement is clearly focused on student success.
2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.
3. Our school's purpose statement is based on beliefs and values and beliefs that guide decision-making.
4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.
5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Governance and Leadership

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.
7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.
8. Our school's leaders maintain an innovative and collaborative culture.
9. Our school's leaders expect staff members to hold all students to high academic standards.
10. Our school's leaders hold themselves accountable for student learning.
11. Our school's leaders hold all staff members accountable for student learning.
12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.
14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.
15. Our school's leaders provide opportunities for stakeholders to be involved in the school.

Sample Version

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Teaching and Assessing for Learning

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.
17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
19. All teachers in our school use a variety of technologies as instructional resources.
20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.
21. All teachers in our school provide students with specific and timely feedback about their learning.
22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.
23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.
24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.
25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).
26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.
27. In our school, related learning support services are provided for all students based on their needs.
28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.
29. In our school, all staff members use student data to address the unique learning needs of all students.
30. In our school, staff members provide peer coaching to teachers.
31. In our school, a formal process is in place to support new staff members in their professional practice.
32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.
33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.
34. In our school, all school personnel regularly engage families in the student's learning progress.
35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

Resources and Support Systems

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

36. Our school provides qualified staff members to support student learning.
37. Our school provides instructional time and resources to support our school's goals and priorities.
38. Our school provides sufficient materials/resources to meet student needs.
39. Our school provides protected instructional time.
40. Our school provides a variety of information resources to support student learning.
41. Our school provides a plan for the acquisition and support of technology to support student learning.
42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.
43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).
44. Our school provides opportunities for students to participate in activities that interest them.
45. Our school maintains facilities that support student learning.
46. Our school maintains facilities that contribute to a safe environment.

Using Results for Continuous Improvement

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

47. Our school uses multiple assessment measures to determine student learning and school performance.

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48. Our school employs consistent assessment measures across classrooms and courses.
49. Our school has a systematic process for collecting, analyzing, and using data.
50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.
51. Our school uses data to monitor student readiness and success at the next level.
52. Our school leaders monitor data related to student achievement.
53. Our school leaders monitor data related to school continuous improvement goals.

Open-Ended Questions

Please write your responses below.

1. What do you like best about our school?

2. What do you like least about our school?

3. What is one suggestion you would like to offer to improve our school?

Thank you for taking the time to complete and return this survey!

Not for Distribution

Stud Survey (Early Elementary)

Survey Code

AdvancED™

Instructions

Tell us how you feel about your school.

About Me

1. I am a...
   1 = Boy 2 = Girl
2. I am... (choose only one)
   1 = American Indian or Alaska Native 2 = Asian 3 = Black or African American
   4 = Native Hawaiian or Other Pacific Islander 5 = White 6 = Two or more races
3. I am...
   1 = Hispanic 2 = Not Hispanic or Latino
4. I am in grade...
   0 = Kindergarten 1 = 1st grade 2 = 2nd grade

About My School

☺ = Yes 😐 = Maybe ☹ = No

1. My teacher wants me to learn.
2. My teacher is fair to me.
3. My teacher wants me to do my best.
4. I learn new things in school.
5. My teacher makes me think.
6. I know what to do every day in school.
7. My family likes to come to my school.
8. Other teachers know me.
9. My family knows how I do in school.
10. I am safe at school.
11. My school has books for me to read.
12. I use a computer to learn at school.
13. My teacher wants me to help all boys and girls.
14. My teacher tells me when I do good work.

Thank you!

Not for Distribution

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Stud(Survey (Elementary)

Sample school

1234567890 Survey Code

AdvancED™

Not Distribution

Instructions

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers.

Information About Me

1. I am a...
   1 = Boy 2 = Girl
2. I am... (choose only one)
   1 = American Indian or Alaska Native 2 = Asian 3 = Black or African American
   4 = Native Hawaiian or Other Pacific Islander 5 = White 6 = Two or more races
3. I am...
   1 = Hispanic 2 = Not Hispanic or Latino
4. My grade in school is...
   3 = 3rd grade 4 = 4th grade 5 = 5th grade

Purpose and Direction

☺ = I Agree 😐 = I'm Not Sure ☹ = I Don't Agree

1. In my school my principal and teachers want every student to learn.
2. In my school I am learning new things that will help me.

Governance and Leadership

☺ = I Agree 😐 = I'm Not Sure ☹ = I Don't Agree

3. In my school I am treated fairly.
4. In my school students treat adults with respect.
5. In my school my teachers want me to do my best work.

Teaching and Assessing for Learning

☺ = I Agree 😐 = I'm Not Sure ☹ = I Don't Agree

6. My teachers help me learn things I will need in the future.
7. My teachers use different activities to help me learn.
8. My teachers listen to me.
9. My teachers tell me how I should behave and do my work.
10. My teachers ask parents to come to school activities.
11. My teachers always help me when I need them.
12. My teachers tell my family how I am doing in school.
13. My teachers care about students.

Resources and Support Systems

☺ = I Agree 😐 = I'm Not Sure ☹ = I Don't Agree

14. My school is safe and clean.
15. My school has many places where I can learn, such as the library.
16. My school has computers to help me learn.

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17. My school wants children in our school to help each other even if we are not friends.

Using Results for Continuous Improvement

☺ = I Agree ☹ = I'm Not Sure ☹ = I Don't Agree

18. My principal and teachers ask me what I think about school.
19. My principal and teachers tell children when they do a good job.
20. My principal and teachers help me to be ready for the next grade.

Open-Ended Questions

Please write your responses below.

1. What do you like the most about your school?

2. What is one thing you don't like about your school?

3. What is one idea that would make your school a better place?

Thank you for taking the time to complete and return this survey!

Not for Distribution

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Stud Survey (Middle and High)

Survey Code

AdvancED™

Instructions

The purpose of this survey is to find out your opinions about your school. Read each statement and choose the response that most closely matches your opinion. Record your response on the answer sheet provided. Open-ended responses should be recorded on this survey document. Please answer each item honestly. Your responses will be completely confidential. Please return both this survey and the answer sheet.

Information About Me

1. Gender
   01 = Male 02 = Female
2. Race
   01 = American Indian or Alaska Native 02 = Asian 03 = Black or African American
   04 = Native Hawaiian or Other Pacific Islander 05 = White 06 = Two or more races
3. Ethnicity
   01 = Hispanic 02 = Not Hispanic or Latino
4. Current Grade in School
   06 = 6th grade 07 = 7th grade 08 = 8th grade
   09 = 9th grade 10 = 10th grade 11 = 11th grade
   12 = 12th grade

Purpose and Direction

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

1. In my school, programs and services are available to help me succeed.
2. In my school, the purpose and expectations are clearly explained to me and my family.
3. In my school, a high quality education is offered.
4. In my school, all students are treated with respect.
5. In my school, teachers work together to improve student learning.

Governance and Leadership

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

6. In my school, rules are applied equally to all students.
7. In my school, students treat adults with respect.
8. In my school, the principal and teachers have high expectations of me.

Teaching and Assessing for Learning

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

9. My school gives me multiple opportunities to check my understanding of what was taught.
10. My school provides me with challenging curriculum and learning experiences.
11. My school prepares me to deal with issues I may face in the future.
12. My school motivates me to learn new things.
13. My school offers opportunities for my family to become involved in school activities and my learning.
14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.
15. My school provides learning services for me according to my needs.

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16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.
17. All of my teachers change their teaching to meet my learning needs.
18. All of my teachers explain their expectations for learning and behavior so I can be successful.
19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.
20. All of my teachers provide me with information about my learning and grades.
21. All of my teachers keep my family informed of my academic progress.
22. All of my teachers fairly grade and evaluate my work.

Resources and Support Systems

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.
24. In my school, students respect the property of others.
25. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).
26. In my school, computers are up-to-date and used by teachers to help me learn.
27. In my school, students help each other even if they are not friends.
28. In my school, I can participate in activities that interest me.
29. In my school, I have access to counseling, career planning, and other programs to help me in school.

Using Results for Continuous Improvement

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree 0 = Not Applicable

30. My school shares information about school success with my family and community members.
31. My school considers students' opinions when planning ways to improve the school.
32. My school prepares me for success in the next school year.

Open-Ended Questions

Please write your responses below.

1. What do you like best about your school?

2. What do you like least about your school?

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3. What is one suggestion you would like to offer to improve your school?

Thank you for taking the time to complete and return this survey!

Not for Distribution

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Given that the parent survey has 35 questions and the staff survey has 53 questions, the constant number is 88.

The student surveys vary however. The k-2 survey has 14 questions, the 3-5 survey has 20 questions, and the 6-12 survey has 32 questions.

Each survey offers 5 possible answers and we have assigned a numerical value to the answers to develop a scoring system.

Strongly agree = 1 point

Agree = .5 point

Neutral, and NA = 0 points

Disagree = -.5 point

Strongly disagree =-1point

Use the total %, by grade, for each answer to determine the numerical value. For example, if 70% of the 14 questions in the k-2 survey were answered with strongly agree, the possible total of 14 points would be 9.8.

So we can add the parent and staff total percentages in each category as well. For example: if the staff % was 77%, the students 75%, and the parents was 66%, we total and divide by three to determine an average % of 72.6. we would do this for each grade level served by the administrator, add them and divide by the appropriate number of grade levels served for an over all %. Use this percentage to multiply X 80 possible points and this is the number we use in scoring for the surveys.

PRINCIPALS EVALUATION SCORING SHEET FOR THE SURVEY PORTION 2012-13

The principals' evaluation will utilize the online surveys provided by ADVANCED ED. This survey instrument has 35 parent questions and 53 staff questions, for a total of 88 questions. The number of questions for the students to answer varies by grade level. The K-2 students have 14 questions, 3-5 have 20 questions and 6-12 have 32 questions to answer. By using these figures, we have developed the following system; Advance Ed will provide us with a % that is answered in each category, for staff, parents, and student surveys. If we use these to determine a final % score (see chart) we can then add the % scores from the surveys for each appropriate grade level, divide by the number of then grade levels served to calculate an average % for the school. This average % is to be multiplied by a perfect score of 80 points to calculate the score used in the evaluation.

Example:

		+1	+.5	0	-.5	-.1	0
Grade		S agree	Agree	Neutral	disagree	S disagree	NA total
	Staff	70%	5 %	3%	20%	2 %	60.5%
K	Parents	50	6	10	10	24	24 %
	Students	60		2	15	23	29.5%

total% average =38% X 80 = points 30.4 points

Do this for each grade level the school serves total the points and divide by the appropriate number of grade levels served to reach a final total point score.

FLORIDA SCHOOL LEADERS ASSESSMENT

DOMAIN TITLE	DOMAIN	PROFICEINCY #	# OF INDICATORS X POINTS POSSIBLE X WIEGHT	TOTAL SCORE
Student				
Achievement	Domain 1	PA 1	4 x 4 x 1	16
		PA 2	4 x 4 x 1	16
Instructional				
Leadership	Domain 2	PA 3	6 x 4 x 2	48
		PA 4	7 x 4 x 2	56
		PA 5	4 x 4 x 2	32
Operational				
Leadership	Domain 3	PA 6	5 x 4 x 1	20
		PA 7	4 x 4 x 1	16
		PA 8	3 x 4 x 1	12
		PA 9	4 x 4 x 1	16
Professional				
Ethics behavior	Domain 4	PA 10	4 x 4 x 1	16
			Possible Proficiency Total =	248

Deliberate Practice; Short, specific, measurable priority learning goals related to teaching, learning, or school leadership that targets growth in the leader.

District Targeted goal	6 12 18 24	
School targeted goal	6 12 18 24	
Self targeted goal	6 12 18 24	72
Additional metrics	parent/staff surveys (state requirement) student	80

Total points possible 400

Total school s student learning gains = 50% of the overall evaluation 400 points

Total principal's performance system=50% of the overall evaluation 400 points

FLORIDA SCHOOL LEADERS ASSESSMENT

	Indicators						Sub Total	Weight	Total
Domain 1	1.1	1.2	1.3	1.4					
								1	
	2.1	2.2	2.3	2.4					
								1	
Domain 2	3.1	3.2	3.3	3.4	3.5	3.6			
								2	
	4.1	4.2	4.3	4.4	4.5	4.6			
								2	
	5.1	5.2	5.3	5.4					
								2	
Domain 3	6.1	6.2	6.3	6.4	6.5	6.6			
								1	
	7.1	7.2	7.3	7.4					
								1	
	8.1	8.2	8.3						
								1	
	9.1	9.2	9.3	9.4					
								1	
Domain 4	10.1	10.2	10.3	10.4					
								1	
							TOTAL		
Deliberate Practice	Goal		6	12	18	24			
	Goal		6	12	18	24			
	Goal		6	12	18	24			
							TOTAL		
Survey Points									
							TOTAL		

Possible points: Domains 248, DP 72, Staff Survey 80: Total 400

Possible Points for Student Learning Gains: Total 400

TOTAL POSSIBLE POINTS: 800 (based on 80% proficiency

320-400 HE, 256-319 E, 204-255 NI, 0-204 UNS

This data is not to be scored, however is important for discussion and should be noted:

Pilot year baseline		2011 – 12	2012 – 13	2013 – 14
	Total number of teacher			
% should Increase	Highly Effective			
% Highly Effective & Effective should not decrease	Effective			
% should not Increase	Needs Improvement			
% should Decrease	Developing			
% should Decrease	Unsatisfactory			
New teachers or teachers who transferred Involuntarily.				
*Teachers who leave voluntarily (see state voluntary separation)				
Total of teachers who are retained at same school from the previous year.				

***It should be noted that teachers that leave, should not be considered a negative impact if:**

The teacher retires or if they physically move from the area. However, if the teacher voluntarily transfers from your school and does not physically move from the district, this would be looked at negatively.

***State database reasons for teachers to voluntarily leave:**

FLORIDA DEPARTMENT OF EDUCATION - INFORMATION DATABASE REQUIREMENTS VOLUME II: AUTOMATED STAFF INFORMATION SYSTEM & AUTOMATED STAFF DATA ELEMENTS

Year: 2011-12 Data Element Number: 221805 Data Element Name: Voluntary Separation

The reason the classroom teacher has voluntarily chosen to leave a regular full-time teaching position.

Code	Definition/Example
A	Inadequate salary
B	Lack of opportunity for advancement
C	Dissatisfaction with supervisor
D	Dislike/unsuitability for assigned duties
E	Resignation in lieu of involuntary termination
F	Other family/personal reasons
G	Return to continuing education
H	Relocation
K	Inadequate benefits
L	Stress on job
M	Other
O	Raising a family
P	Entrepreneurship
Q	Promotion to a non-teaching position in the district
R	Transfer to a non-teaching position in the district
S	Health problems
Z	Not applicable

SCHOOL BOARD OF FLAGLER COUNTY

FLORIDA SCHOOL LEADER ASSESSMENT

ADMINISTRATOR_____SCHOOL_____

TITLE/POSITION_____DATE_____

EVALUATOR_____ Score;

DOMAIN 1 Student Achievement _____

DOMAIN 2 Instructional Leadership _____

DOMAIN 3 Operational Leadership _____

DOMAIN 4 Professional and Ethical Behaviors _____

Deliberate Practice _____

Survey _____

Total _____

50% total; Professional Practices _____

50% total; School learning gains/Achievement _____

Overall total score _____

Highly Effective	Effective	Needs Improvement	Unsatisfactory
(exemplary)	(accomplished)	(developing)	(requires action)

Administrator signature _____Evaluators signature_____

Comment:_____

Maxcy, Stewart

From: Schmidli, Shawn
Sent: Monday, April 23, 2012 12:17 PM
To: Valentine, Janet
Cc: Dyer, Diane; Haymes, Denise; Maxcy, Stewart
Subject: Principal Evaluations
Attachments: Worksheet 4 READING SCHOOL SCORE Percent Meeting Expectations Rubric Levels.doc; Worksheet 5 MATH SCHOOL SCORE Percent Meeting Expectations Rubric Levels.doc

Importance: High

Janet,

Stewart has asked me for an explanation of how principals will be evaluated using VAM scores for the 2012-13 school year. As your office is going to conduct the official evaluations, I was wondering if you could put something together in writing as to how this would be done. Currently, we are creating "school scores" in both Reading & Math using the "percent meeting expectations" field in the VAM data that is provided to us for each school in the district (3 years of data used). If we are going to also use ONLY the "VAM School Score" as half of the evaluation for principals/assistant principals, it would be my recommendation to break down the evaluation in the following way.

50% observable component (done by Superintendent)
25% Reading School Score
25% Math School Score

We may want to consider other measurable factors in this calculation though (i.e. School Grade). What are your thoughts?

Shawn Schmidli

Coordinator of Assessment, Accountability, and Equity
Flagler County School District
1769 East Moody Blvd. Bldg #2
Bunnell, Fl 32110
386-437-7526 Ex 3120
Raising Student Achievement,
Every Day, Every Way

Student Performance Indicator (SPI) Calculation Instructions for Superintendent

(Principal Evaluations)

1. **Beginning of school year: Superintendent and Principals meet to determine which specific learning growth/performance indicator categories are appropriate for this portion of the evaluation.**
2. **Choose which worksheets are appropriate for each principal**
3. **Weight each worksheet appropriately in the top right hand corner of each worksheet.**
    a. **Important: All worksheets should add up to 1.00 (100%)**
    b. **(Percentages need to be converted into decimals: 10% = 0.10; 25% = 0.25; 50% = 0.50, etc.)**
4. Check to ensure that all decimal values on all worksheets add up to 1.0
5. **End of School Year:** Fill out each worksheet that was chosen for the principal using the available rubrics to obtain a "Rubric Equivalent" for each indicator.
6. Multiply the "Rubric Equivalent" by the "Rubric Weight" to **obtain the "Weighted Rubric Value" for each page.**
7. Using the "SPI Calculation Worksheet" (last sheet in the packet), add the "**Weighted** Rubric Value**" of each page** together to obtain the ***"Final Weighted Rubric Value".*** (This number should not, if calculated correctly, exceed 4.0)
8. Multiply the "Final Weighted Rubric Value" by 100 to obtain the principal's total SPI points. (This number should not, if calculated correctly, exceed 400 points)

Principal Name: _____ Year: _____ Rubric Weight: _____ (Convert to Decimal)

READING School Score/Percent Meeting Expectations Rubric Levels Worksheet

School: _____

***Percent of Students Meeting Expectations in Reading at this School*: _____**

Flagler County's Accountability Office analyzed every row of data used in VAM calculations and found that there was a direct correlation to the "Percent Meeting Expectations" value and the rubric value. The specific correlations are shown in the table below.

Value Added Analysis of Rubric Levels versus Pct Meeting Expectations

	Average Pct of students Meeting Expectations	Percent of Rows at Rubric Level (1,215 rows	Number of Rows at rubric Level
Rubric Level 1	28.85%	11.27572016	137 rows
Rubric Level 2	37.20%	27.65432099	336 rows
Rubric Level 3	57.32%	32.51028807	395 rows
Rubric Level 4	71.40%	28.55967078	347 rows
		100%	1,215 rows

Based on the correlation found between the percent meeting expectations & rubric values for a row of data, the accountability office created a conversion table for calculating the "Total School Rubric Score" based on the percentage of students meeting their *statistical expectations*.

Percent of Students Meeting Statistical Expectations at School	Rubric Value
0-30%	1
31-34%	1.5
35-39%	2
40-44%	2.25
45-49%	2.5
50-54%	2.75
55-59%	3
60-63%	3.25
64-67%	3.5
68-70%	3.75
71-100%	4

- ***Superintendent may obtain school scores/percent of students meeting statistical expectations from the Flagler County Accountability Office. Please contact S. Schmidli for any questions.***

READING SCHOOL SCORE Rubric Equivalent	Rubric Weight (decimal)	Weighted Rubric Value (Rubric Equivalent X Rubric Weight)

***Note: Rubric Weights MUST add up to 1.00 (100%) when combining all Rubric Sheets.**

Principal Name: _____ Year: _____ Rubric Weight: _____ (Convert to Decimal)

MATH School Score/Percent Meeting Expectations Rubric Levels Worksheet

School: _____

***Percent of Students Meeting Expectations in Mathematics at this School*: _____**

Flagler County's Accountability Office analyzed every row of data used in VAM calculations and found that there was a direct correlation to the "Percent Meeting Expectations" value and the rubric value. The specific correlations are shown in the table below.

Value Added Analysis of Rubric Levels versus Pct Meeting Expectations

	Average Pct of students Meeting Expectations	Percent of Rows at Rubric Level (1,215 rows	Number of Rows at rubric Level
Rubric Level 1	28.85%	11.27572016	137 rows
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		100%	1,215 rows

Based on the correlation found between the percent meeting expectations & rubric values for a row of data, the accountability office created a conversion table for calculating the "Total School Rubric Score" based on the percentage of students meeting their *statistical expectations*.

Percent of Students Meeting Statistical Expectations at School	Rubric Value
0-30%	1
31-34%	1.5
35-39%	2
40-44%	2.25
45-49%	2.5
50-54%	2.75
55-59%	3
60-63%	3.25
64-67%	3.5
68-70%	3.75
71-100%	4

- ***Superintendent may obtain school scores/percent of students meeting statistical expectations from the Flagler County Accountability Office. Please contact S. Schmidli for any questions.***

READING SCHOOL SCORE **Rubric Equivalent**	**Rubric Weight (decimal)**	**Weighted Rubric Value** **(Rubric Equivalent X Rubric Weight)**

Note: Rubric Weights MUST add up to 1.00 (100%) when combining all Rubric Sheets.

Principal Name: _____Year: _____ Rubric Weight: _____(convert to decimal)

Superintendent Approved Learning Target Rubric Levels

Target Value: _____

_____

Actual Value for Principal/Assistant Principal's School: _____

Student Achievement Indicator ***(Superintendent is required to set appropriate "Cut Values" for each respective Rubric Equivalent)***	***Rubric Equivalent***
	4.0
	3.5
	3.0
	2.5
	2.0
	1.5
	1.0

Rubric Equivalent	Rubric Weight (decimal)	Weighted Rubric Value (Rubric Equivalent X Rubric Weight)

*****Note: Rubric Weights MUST add up to 1.00 (100%) when combining all Rubric Sheets.***

Principal Name: _____Year: _____ Rubric Weight: _____(convert to decimal)

Superintendent Evaluation of Principals/Principal Evaluation of Assistant Principals

Student Performance Indicator (SPI) Calculation Worksheet

Example: Mrs. Jones (superintendent) decides to use just the VAM school scores for principal evaluation purposes in the 2011-2012 school year. She decides to weight both scores equally (50%/50%) for Mr. Smith, Principal at Middle School X. The school score for ***Math*** at Middle School X based on the percentage of students "meeting statistical expectations" equates to a 3.5 rubric score. (3.5 X 0.5 = 1.75). The school score for ***Reading*** at Middle School X based on the percentage of students "meeting statistical expectations" equates to a 3.0 rubric score. This contributes 1.5 points towards the final evaluation (3.0 X 0.5 = 1.5).

The superintendent then adds the two weighted rubric values together (1.75 + 1.5) to put the principal on a 4.0 scale. In this instance, the sum of the weighted values is 3.25.

VAM *Math* School Score Weighted Rubric Value (3.5 X *0.5*)	VAM *Reading* School Score Weighted Rubric Value (3.0 X *0.5*)	Superintendent Approved Learning Targets	Final Weighted Rubric Value (= Sum of all WEIGHTED Rubric Values)
1.75	1.5		*3.25*

Student Performance Indicator Points = Final Weighted Rubric Value X 100

Mr. Smith = 3.25 X 91 = 325 Student Performance Indicator Points

		VAM *Math* School Score Weighted Rubric Value	VAM *Reading* School Score Weighted Rubric Value	Superintendent Approved Learning Targets	Final Weighted Rubric Value (= Sum of all WEIGHTED Rubric Values)
					X 100
					= SPI Points: _____ *(Not to exceed 400 points)*

Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems

DOE Form No. EOEVA1-2013-RTTT

For use by RTTT Districts to comply with expectations for RTTT and applicable statutes and SBE rules

Non-RTTT districts see process adjustments on last page

District: FLAGLER **Date Submitted to DOE:** 5/1/12

Contact Person's Name: STEWART MAXCY **Title:** DIR. RttT / Liason charter schools

Phone: 386 437 7526 xt 3119 **E-mail:** Maxcys@flagler schools.com

Type of Evaluation System Submitted (check one): __ **Instructional Personnel** X **School Administrator**

This checklist is designed to assist school districts with preparing new or modified instructional personnel and school administrator evaluation systems.

The following definitions shall be used in this form:

"Common language of instruction" means the Department's core set of terms and definitions to be used uniformly in evaluation and professional development systems by districts and the Department, posted on www.fldoe.org/profdev/pa.asp.

"Contemporary research" means large scale professional research studies and meta-analyses based on populations of sufficient size and composition to reveal the impact of instructional and leadership practices on student learning growth and on teacher and school administrator proficiency. Research findings are considered "contemporary" when conducted within the last ten years or where the continued validity of findings is supported by research conducted within the last ten years.

"Core standards and expectations" means the core standards for effective educators described in the Florida Educator Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., and the core expectations for effective school administrators described in the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C.

"Deliberate practice" means the research-based cause and effect relationships between specific professional learning behaviors and highly effective performance, which are measured during an evaluation period.

"**Documentation**" means the handbook(s), manual(s), forms, and such district policies and regulations that inform employees and evaluators of the processes, practices, and criteria by which the district evaluation system is implemented and by what method the district's system complies with applicable statute and rule.

"Domains" means the broad distinguishable areas of professional knowledge and responsibility that are priorities for a performance evaluation.

"Evaluation" means an assessment on the proficiency of an individual's performance over a period of time based on evidence from multiple measures that reflect the proficiency and impact of the individual's work.

"Evaluation system" means the performance criteria and procedures implemented for the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services.

"Evidence" means the observed practices, behaviors, and data that represent an individual's performance on the measures and indicators in the evaluation system.

"Feedback" means the timely information, specific to the evaluation system's rubrics and indicators, that is provided about evidence collected in the evaluation system, which serves to improve the quality of future actions or depth of understanding on performance expectations.

"Florida's common language of instruction" means the Department's core collection of research-based terms and definitions that promote statewide understanding of the expectations for the quality of instruction and professional responsibility.

"High effect size strategies" means the research-based instructional and school leadership strategies that have a significantly higher probability of impact on student learning growth than other practices. They are components within the core standards and expectations described in the FEAPs (Rule 6A-5.065, F.A.C.) and FPLS (Rule 6A-5.080, F.A.C.) and constitute priority issues for faculty development and deliberate practice. A listing of these high effect size strategies are posted for district use on www.fldoe.org/profdev/pa.asp/profdev/pa.asp.

"Indicator" means the description of the expectation(s) for quality practice that are included in observation and evaluation instruments.

"Instructional team" means the team that a district school superintendent may, for evaluation purposes, assign to certain instructional personnel where the student learning growth of the instructional teams students on statewide assessments are assigned to the instructional members of the team for the student growth portion of an evaluation, such results being assignable only where the instructional team member's students do not have performance of students measures as defined in Section 1012.34, F.S.

"Learning targets" means measureable student learning growth outcomes that are applicable to the performance of students criteria of a teacher's evaluation. Learning targets are established based on the goals of the school improvement plan and approved by the school principal.

"Newly hired" means the first year in which instructional personnel are employed by the district in a full-time instructional position. Such personnel are "newly hired" for their first year of employment in a district regardless of their prior work experience elsewhere.

"Observations" means an element in evaluation systems that contribute evidence toward formative feedback and evaluation. Observations of practice and the impact of practice may be formal or informal, announced or unannounced. Evidence collected in an observation is used for

formative feedback and toward the summative evaluation rating. Observation evidence may be contributed by supervisors, mentors, or peers, and through walkthroughs, conferences, collegial professional learning processes, and artifacts or records relevant to evaluation elements.

"Performance levels" are summative ratings of performance over the evaluation period based on accumulated evidence of proficiency in each of the criteria of the evaluation system. The rating labels for the four performance levels required in Florida evaluations are highly effective; effective; needs improvement, or, for teachers in the first three years of employment, developing; and unsatisfactory.

"Proficiency levels" means the formative judgments of performance on indicators or clusters of indicators in the practice component of an evaluation system.

"Research-based" means the expectations for performing a strategy or practice correctly and in appropriate circumstances are based on contemporary or relevant action research that links the methodology to a high probability of positive impact on student or professional learning and adapted to the learning environment and learner needs.

"Research framework" means an organized body of contemporary research that, when implemented effectively, operationalizes the instructional practice or leadership practice criteria of the evaluation system.

"Rubric" means a set of criteria used to distinguish between performance or proficiency levels.

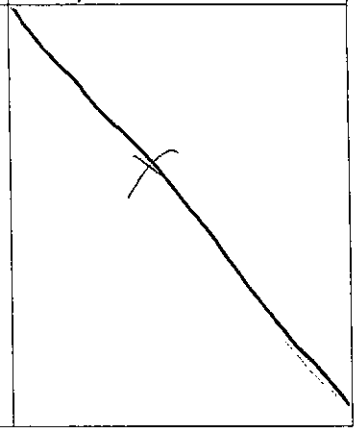
Instructions for Completing the Checklist

1. Submit this checklist with your district's evaluation system documentation. For each element of an evaluation system shown below, provide the page number(s) where that element is addressed in your evaluation system documentation. If more than one document is included in your submission, note the title of the document as well as the page number(s). Include only evaluation system documents that address the evaluation approval issues in the checklist.
2. Mark N/A in the page number column for any checklist element(s) that do not apply to the evaluation system you are submitting for review. Only evaluation elements that are optional for districts pursuant to Section 1012.34, F.S., may be marked as N/A by RTTT districts. Non-RTTT district's additional options for use of NA are described on the last page of the checklist.
3. A district's research framework must specifically implement the core standards of the FEAPs, Rule 6A-5.065, F.A.C., for instructional systems and the core expectations of the FPLS, Rule 6A-5.080, F.A.C., for school administrators.
4. The district's evaluation system documentation must include procedures for implementing observations and use of observation data.
5. Performance levels for summative rating must conform to the requirements of Section 1012.34, F.S. Proficiency levels for indicators or clusters of indicators within the practice portion of an evaluation system are research-based rubrics, set by each district to reflect district and state priorities, and are the basis for providing feedback, designing professional learning, and determining the practice portion of an individual's final summative evaluation rating.
6. "Instructional team," when included in an instructional evaluation system, must be a team that a district school superintendent, for evaluation purposes, has assigned certain instructional personnel. The student growth portion of team member's evaluation will be based on the student learning growth results of the instructional team's students on statewide assessments. The superintendent may not assign a team's student performance results to an individual in a class of personnel whose performance of students measures are otherwise defined in Section 1012.34, F.S. Superintendents may not assign instructional team results to personnel for evaluation purposes beginning July 1, 2015.

7. Learning targets are to be used for evaluation purposes only for classroom teachers whose students do not take statewide assessments and who teach courses for which the school district has not established local assessments.

Element Name	Page number(s)/ document title(s)
I. Performance of Students Elements:	
A. For classroom teachers of courses associated with state assessments under Section 1008.22, F.S.: Verification that state assessment data and the associated state-adopted learning growth model adopted in Rule 6A-6.0411, F.A.C., are used in the evaluation of teachers assigned to teach the courses associated with a state assessment. A listing of courses associated with state assessments is found at www.fldoe.org/profdev/pa.asp.	
B. For classroom teachers of courses not associated with state assessments:	
1. The district-determined student assessment that is used for personnel evaluations for each grade and subject as described in Section 1008.22(8), F.S.	
2. The method of calculating student learning growth or performance for each assessment in I.B.1.	
3. Whether state assessment data for the assigned students is also included in the personnel evaluation and the percentage relationship of state assessment results and local assessment results.	
4. How performance of students results are calculated for classroom teachers whose course load is a combination of courses associated with state assessments and those that are not.	
5. The scoring system and cut points that will apply to performance of students results.	
C. For instructional personnel who are not classroom teachers:	
1. The percentage of the evaluation that is based upon state assessment results of the students assigned to the individual.	
2. The student outcome measures that are included in addition to the state assessment results, if applicable, and the scoring system and cut points associated with these measures.	

Element Name	Page number(s) / document title(s)
D. For school administrators, student learning growth based on statewide assessment results as calculated by the state-adopted value added model, and if employed, student learning growth results that are included in addition to statewide assessment results.	Page 1 Page 52-56
E. Confirmation and procedures for including current year student performance data in each individual's summative rating for that school year. The years of student growth data that will be included in evaluation must be specified and must include the current year.	Page 3
F. The percentage of an evaluation that is based on performance of students when there are three years of data present for an individual and when there are less than three years of data present for an individual.	Page 3
G. The performance of students assessments, calculation methods, and cut scores for teachers newly hired by the district for use in the first evaluation.	Page 48-51
H. For the 2011-12 and 2012-13 school years, the number of years of student learning growth data applied to evaluations. (In 2013-14 and thereafter, three years of data are required.)	Page 52-56
I. If learning targets are employed for evaluation of student learning growth for a class of instructional personnel, identification of the class(es) of instructional personnel impacted and the procedures for implementing learning targets at the school level. Learning targets may be used for student growth results only where the teacher's students do not take state or district assessments as defined in Section 1012.34, F.S. (Mark N/A if learning targets are not employed.)	NA
J. If instructional teams are employed for evaluation of student learning growth, identification of the class(es) of instructional personnel who will receive the learning growth results of an instructional team. The results shall consist of the student learning growth results of the instructional team's students on statewide assessments. The superintendent may not assign a team's student performance results to an individual in a class of personnel whose performance of students measures are otherwise defined in Section 1012.34, F.S. Superintendents may not assign instructional team results to personnel for evaluation purposes beginning July 1, 2015. Instructional teams may only be used when the student growth results of students assigned to a team member are not measured by state or district assessments as defined in Section 1012.34, F.S. (Mark N/A if instructional teams are not employed.)	NA

Element Name	Page number(s)/ document title(s)
II. Instructional or Leadership Practice Elements. The evaluation system shall include the following:	
A. The evaluation system is based on a research framework that supports student learning and effective instruction. The Department's core set of frameworks that are aligned with the FEAPs, Rule 6A-5.065, F.A.C., and FPLS, Rule 6A-5.080, F.A.C., are posted on www.fldoe.org/profdev/pa.asp. Districts using Department frameworks satisfy this element of the evaluation system review. Districts using frameworks not in the Department's core list shall provide a crosswalk specifying the alignment of the framework with the FEAPs, Rule 6A-5.065, F.A.C., or FPLS, Rule 6A-5.080, F.A.C.	STATE ADOPTED MODEL
B. Observation and feedback instrument(s) that include indicators, organized by domains, based on the core of standards or expectations that establish expected proficiency levels, and are consistent with Florida's common language of instruction posted on www.fldoe.org/profdev/pa.asp. The instruments shall include descriptions of the processes by which evidence of proficiency on indicators is obtained, and how timely feedback on proficiency is provided. The indicators in an evaluation system shall be based on evidence of practice and shall include the following:	STATE ADOPTED MODEL
1. The Department's identified set of indicators on high effect size instructional and leadership strategies with a causal relationship to student learning growth posted on www.fldoe.org/profdev/pa.asp. These indicators constitute priority issues for deliberate practice and faculty development	Pages 10-12 Pages 17 A-C
2. For instructional personnel, indicators that are based on each of the Florida Educator Accomplished Practices as found in Rule 6A-5.065, F.A.C., job expectations related to student support, and indicators that assess progress on deliberate practice priorities for professional improvement. Each district system shall also include the following indicators: a. 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; b. Tracking Progress: The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment; c. 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; and d. Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.	

Element Name	Page number(s)/ document title(s)
3. For school administrators, indicators will be included that are based on each of the Florida Principal Leadership Standards as found in Rule 6A-5.080, F.A.C., indicators that assess progress on deliberate practice priorities, and the additional indicators specified in Section 1012.34, F.S. Each district system shall also include the following indicators: a. Feedback Practices: The principal 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; b. High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies; c. Facilitating Professional Learning: The principal 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; and d. Clear Goals: The principal communicates goals and expectations clearly and concisely using Florida's common language of instruction.	State Adopted Model
4. Indicators focused on professional or job responsibilities not related to student learning growth, FEAPs (Rule 6A-5.065, F.A.C.), FPLS (Rule 6A-5.080, F.A.C.), or deliberate practice shall not constitute more than 20% of the indicators in an evaluation system.	Page 1
C. Rubrics for distinguishing among proficiency levels in the practice elements.	STATE MODEL pages 2-3
D. The scoring/weighting system that will apply to instructional or leadership practice and how it impacts the final annual evaluation.	Pages 32-33
III. Professional and Job Responsibility Elements. The evaluation system shall include the following:	
A. Professional responsibility and ethical conduct and behavior indicators based on the FEAPs, Rule 6A-5.065, F.A.C., and FPLS, Rule 6A-5.080, F.A.C., respectively.	STATE MODEL DOMAIN 4
B. For instructional personnel: An indicator shall be included on monitoring and feedback to students on progress toward accomplishment of the learning goals aligned with the course standards.	X

Element Name	Page number(s)/ document title(s)
C. For school administrators: Indicators shall be included on monitoring and timely feedback to instructional personnel on their proficiency in the indicators included in the instructional evaluation system, and on the administrator's resilience in pursuit on continuous school improvement.	Domain 2
D. Weighting and scoring of indicators on professional and job responsibilities are incorporated into the instructional or leadership practice elements of the evaluation system.	State Model
IV. Summative evaluation form(s) and scoring and weighting systems that define how student growth measures and proficiency levels are calculated and combined to obtain a summative performance level.	Pages 32-33
V. Statement of purpose consistent with the purpose for evaluation systems as expressed in Section 1012.34, F.S.	Page 1, 3
VI. Multiple measures are employed that inform improvement processes and evaluation decisions. Multiple measures must be included in determining the summative evaluation. This means the result is based on more than two sources of data. Example data sources include evidence of student learning growth, instructional practice, deliberate practice, parental input, and may include other data sources as determined by the district. The weighting and scoring of such measures shall be incorporated into either the student growth measure portion or practice portion of the evaluation, as appropriate. Where included in the student growth portion, the measures must be consistent with the statutory guidelines.	Page 3 Page 48-51
VII. Performance Levels and the rubric(s) used to differentiate between performance levels are included in the documentation.	State model
VIII. Input Mechanisms:	
A. Identification of supervisory personnel performing evaluations.	Pages 1-2
B. Identification of any other persons with input toward evaluation.	Page 2

Element Name	Page number(s)/ document title(s)
C. For instructional evaluations, a mechanism for parents to provide input into employee evaluation and a description of the district's criteria as to when such input is appropriate. For administrators, a mechanism that provides an opportunity for parents to provide input into an administrator's performance evaluation.	Pages 24-37
D. For administrators, where included by a district, description of the opportunity for instructional personnel to provide input into the administrator's performance evaluation.	Pages 24-37
E. Description of use of a peer assistance process where the district uses one for evaluation input. (Mark N/A if none is included.)	NA
IX. Training: Provides for training programs to ensure that all employees subject to an evaluation system are informed on evaluation criteria and processes, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures. These will include:	
A. Systemic processes to inform workforce and evaluators, using Florida's common language of instruction, on what they are to know and be able to do based on elements in the evaluation system.	Pages 10-11
B. Systemic processes to provide initial training and continuously improve the capacities of workforce and evaluators, using Florida's common language of instruction, to understand and implement the performance expectations in the evaluation system indicators.	Page 4
X. Continuous Improvement and Professional Development:	
A. Improvement Plans: The use of performance evaluation results when developing district and school level improvement plans.	Page 5
B. Continuous Improvement: Instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators.	Page 4
C. Professional Development: Use of performance evaluation results to identify the content of individual, collegial, and system-wide professional development.	Page 4

Element Name	Page number(s)/ document title(s)
D. Processes for the coordination of evaluation, school improvement and professional development planning, data collection and analysis, and impact monitoring.	Page 4
E. Feedback and continuous improvement processes focused on the purpose of the evaluation system.	Page 4
F. Monitoring: Include a process for monitoring and evaluating the evaluation system as required in subsection (6) of this rule.	Page 4
XI. Reporting processes employed to comply with 1012.34 reporting requirements	
XII. Special Procedures:	
A. Evaluation procedures for newly hired classroom teachers.	
B. Identification of teaching fields for which special evaluation procedures and criteria are necessary.	
C. If a process for amending evaluations is included, a description of that process.	Page 5

Adjustments for non-RTTT districts	
The elements in the checklist above that not required of non-RTTT districts at this time are listed below. However, non-RTTT districts are encouraged to incorporate them. A non-RTTT district may mark these elements as N/A in the checklist above if not being incorporated into your system at this time. Otherwise note the page number(s) as applicable in the checklist above. Part II: Instructional and Leadership Practice Elements: all elements apply to non RTTT districts except the following elements related to indicators which are optional for non-RTTT districts: II B – The opening paragraph applies but the added indicators listed in B(1) are optional for non-RTTT. II B 2: Paragraph 2a applies but the added indicators listed in 2a, 2b, 2c, and 2d are optional for non-RTTT II B 3: Paragraph 3 applies but the added indicators listed in 3a, 3b, 3c, and 3d are optional for non-RTTT Part III Professional and Job Responsibility Elements Paragraphs III B and III C are optional for non-RTTT districts All elements list in the checklist not noted in this section as optional for non-RTTT districts are required for non-RTTT districts. Non-RTTT districts may seek clarification as needed on NA elements by contacting the Division of Educator Quality. Email may be addressed to john.moore@fldoe.org By phone 850-245-0546	N/A