School District of Manatee County

School Administrator Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Contents

Part I: Evaluation System Overview

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

The School District of Manatee County (SDMC) promotes student achievement by helping school administrators excel in their schools by providing professional development to advance one's knowledge base and develop skill sets necessary to be effective as instructional leaders. School Administrator effectiveness is the most influential factor to positively impact our district's diverse student population in meeting high standards for academic achievement. Our goal is to promote ethical, innovative and effective instructional leadership styles in every school.

This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings including the Florida Principal Leadership Standards that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a strong probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

We support school administrator's professional growth in two main ways:
>1) Job-embedded professional development: By analyzing academic data, teacher evaluation data and instructional leadership actions and experiences during the school year, district leaders identify areas of strength and areas for continued growth. Additionally, a variety of annual evaluation results (from school to district achievement, MTSS, PBS, absenteeism, etc.) assist in identifying districtwide and site-based gaps and needs and drive school improvement planning.
>2) Evaluation: The evaluation for school administrator performance is based on multiple measures of effectiveness.

The Executive Directors of Elementary and Secondary Education or their designee is responsible for the evaluation of school principals. School principals are responsible for the evaluation of the school assistant principals. Artifacts and data are gathered from a variety of different sources.

Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the indicators 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. 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 accumulated information is analyzed in the context of the evaluation system indicators.

- As evidence and observations are obtained that generate <u>specific and actionable feedback</u>, it is provided to the leader in a timely manner. Feedback may be provided face- to-face, 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.
- The leader seeks input from the school's community using a climate survey. The survey is given in October for assistant principals and May for principals. Survey results are used to support evaluation indicators and assist in the setting and monitoring of targeted goals. These monitoring actions occur before and continue after the mid-year Progress Check.

Part II: Evaluation System Requirements

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

System Framework

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

☒ The observation instrument(s) to be used for school administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) adopted by the State Board of Education.

Training

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

Data Inclusion and Reporting

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

Evaluation Procedures

☒ The district's system ensures all school administrators are evaluated at least once a year.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
  - ➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.

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

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

- Planning of professional development; and
- Development of school and district improvement plans.

☒ The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any school administrators who

- Receive two consecutive unsatisfactory evaluation ratings; or
- Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

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

Part III: Evaluation Procedures

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

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
School Administrators	Ongoing	• School Administrator Evaluation System handbook is posted for all employees on the Curriculum Webpage on the School District Website. • Evaluation rubrics, guides, and protocol documents are posted and available to all employees at all times on the Class Link Portal. • Observation and evaluation trainings are offered via the Professional Development department throughout the year.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	Start of the School Year, Mid-Year and End of Year	• School Administrators are expected to create 2 Deliberate Leadership Practice Goals for the school year to include one for self-growth and another for student achievement. • Through the use and application of the 4 Domains in the Principal Leadership Standards the school administrators use an online self-assessment tool in MYPGS based on 10 Proficiency areas and 45 indicators to complete their initial Leadership Practice. The school leaders have to show evidence through artifacts and documents to show evidence of implementation in their leadership practice when they meet for their summative evaluation. • The Executive Directors of Elementary and Secondary Education or their designee is

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators	2	In the May and July	• School Administrators meet twice for their summative evaluation. The first meeting is to complete the Leadership Practice Ratings and show proof of work done throughout the year. The second meeting is after state assessment results are released and at that time the Final Summative Evaluation with Student Growth Rating is completed.

"responsible for the evaluation of school principals. School principals are responsible for the evaluation of the school assistant principals. Artifacts and data are gathered from a variety of different sources."

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

Part IV: Evaluation Criteria

A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Manatee County, instructional leadership accounts for 50% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

As mentioned above 50% of the final evaluation is based on the Florida Leadership Standards. The Leadership Assessment score is calculated by rating each of the indicators within the proficiency areas. The indicators are rated on a 4-point scale (Highly Effective=4, Effective=3, Needs Improvement=2, Unsatisfactory=1). The ratings of each indicator will calculate a rating for the proficiency area. The proficiency area ratings will generate an overall rating for each domain. These ratings are also on the 4-point scale mentioned above.

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	4 points
A Domain rating of Effective	3 points
A Domain rating of Needs Improvement	2 points
A Domain rating of Unsatisfactory	1 point

The Domain Points are multiplied by the domains weight:

Domain	Rating	Points	Weight	Domain Weighted Score
Domain I: Student Achievement			X 0.25	
Domain 2: Instructional Leadership			X 0.40	
Domain 3: Organizational Leadership			X 0.25	
Domain 4: Professional and Ethical Behavior			X 0.10	

The Leadership Assessment score will be 100% of the Leadership Practice Score

Domain	Rating	Points	Weight	Weighed value		Domain Score
Domain I Student Achievement	HE	4	0.25	1.00		1.00
Domain 2 Instructional Leadership	E	3	0.40	1.20		1.20
Domain 3 Organizational Leadership	HE	4	0.25	1.00		1.00
Domain 4 Professional and Ethical Behavior	NI	2	0.10	0.20		0.20
MCSLA Score						**3.40**

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Manatee County, the other indicator of performance called the Deliberate Practice accounts for 17% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

DELIBERATE PRACTICE- PROFESSIONAL DEVELOPMENT PLAN

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate indicator that is an expectation by the district and accounts for <u>17%</u> of the school administrator performance evaluation.

<table>
<tr><td style="background-color:yellow">Deliberate Practice (DP)
Proficiency Area(s) and Target(s) for School Leader
Growth</td></tr>
</table>

<u>Deliberate Practice Priorities</u>: 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. Two or more targets are recommended. However, one target may be selected if both the leader and evaluator agree on the focus of the target during their initial meeting.

- The target of a deliberate practice process describes 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.
- <u>The targets are "thin slices" of specific gains sought</u> – 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 MCSLA 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.

<u>Relationship to other measures of professional learning</u>: Whereas MCSLA 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.

<u>Selecting Growth Targets</u>:
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 the 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.

DELIBERATE PRACTICE -PROFESSIONAL DEVELOPMENT PLAN RUBRIC/SCALE:

Highly Effective (4.00): The Deliberate Practice demonstrated a direct correlation to needs indicated by student assessment and/or data and the leader's previous evaluation, credentials and/or self-assessment. Two or more SMART goals were set. Strategies were specific, fully developed and focused on improving or changing professional practice for the purposes of improved student learning. The leader reviewed his/her plan during the school year, and readily adjusted the plan only when ongoing evidence indicated the need. The leader not only completed all activities identified in growth plan but identified strategies and resulting evidence that ultimately improved or changed the leader's practice in an effort to improve student learning. The leader's reflection provided extensive and thorough evidence of why the leader implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the leader collaborated with other leaders in a deliberate and meaningful way. Results of the plan were effectively shared and impacted the practice of others.

Effective (3.00): The Professional Development Plan demonstrated a direct correlation to needs indicated by student assessment and/or learning data and the leader's previous evaluation, credentials and/or self-assessment. At least one SMART goal was set that aligns with the Florida Principal Leadership Standards. Strategies were specific, well-developed, and focused on improving or changing professional practice for the purposes of improved student learning. The leader reviewed his/her plan during the school year and, only if necessary, made adjustments to the plan. The leader completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The leader's reflection made adequate connections between student data and the strategies the leader chose to implement. In the course of implementing the plan, the leader collaborated with other leaders in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.

Needs Improvement/Developing (2.00): The Professional Development Plan demonstrated some correlation to needs indicated by student assessment and/or learning data and the leader's previous evaluation, credentials and/or self-assessment. A learning goal was set but was missing one or more components of a SMART goal. The goal may not have aligned with the Florida Principal Leadership Standards. Strategies were loosely focused on improving or changing professional practice for the purposes of improved student learning. The leader reviewed his/her plan during the school year but made few or no adjustments to the plan unless suggested by the evaluator. The leader's reflection demonstrated that he/she completed most, or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The leader's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.

Unsatisfactory (1.00): The Professional Development Plan did not directly correlate to needs indicated by student assessment and/or learning data and the leader's previous evaluation, credentials and/or self-assessment. A learning goal was missing, or a learning goal was set but lacked the clarity of a SMART goal. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The leader reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The leader's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The leader did not collaborate with others in a meaningful way. Results of the plan were not shared with others.

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Manatee County, performance of students accounts for <u>33%</u> of the school administrator performance evaluation.

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

Student Growth Rating Scale:

Student Growth Rating Scale
Highly Effective (HE) – 4.00
Effective (E) – 3.20
Effective (E) – 2.80
Needs Improvement / Developing (NI/D) – 2.00
Unsatisfactory (U) – 1.00

Assigning Ratings:
Manatee county uses two primary approaches for calculating student growth ratings: a Learning Gains/Growth Approach and an Achievement/Proficiency Approach.

Baseline Learning Gains/Growth Scale	Rating Scale
The school's learning gain rate is greater than or equal to 62%	HE – 4.00
School learning gains of 54-61%	E – 3.20
School learning gains of 41-53%	E – 2.80
School learning gains of 32-40%	NI/D – 2.00
School learning gains less than or equal to 31%	U – 1.00

Baseline Achievement/Proficiency Scale	Rating Scale
School's proficiency/pass rate is at least 5% higher than the prior year baseline rate (for the same subject)	HE – 4.00
School's Pass rate is 0-5% higher than the baseline rate on the state assessment	E – 3.20
School's Pass rate is 1-5% lower than the baseline rate on the state assessment	E – 2.80

School's Pass rate is 5-30% lower than the baseline rate on the state assessment	NI/D – 2.00
School's Pass rate is at least 30% lower than the baseline rate on the state assessment or School's Pass rate is 0%	U – 1.00

Systematic, Districtwide changes negatively impacting a rating area:
If after calculating student growth ratings for administrators it appears that changes to the student progression plan or some other systematic change in the district will negatively impact a rating area across all comparable schools for the year, the Superintendent and/or Deputy Superintendent of Instruction can opt to drop that section from the administrator student growth ratings for a single year so that ratings have time to re-stabilize.

Ratings from Multiple Assessments/Data Sources in Single Year:
Combined using a weighted average based on the number of students from each rating's denominator, then rounded to 2 decimal places
- Example:
    - 5th Grade ELA: rating of 4 with 17 students in denominator
    - 5th Grade Math: rating of 3 with 18 students in denominator
    - 5th Grade Science: rating of 4 with 18 students in denominator
    - 17 + 18 + 18 = 53 total students from denominators
    - 5th ELA: 4 * (17/53) = 1.28
    - 5th Math: 3 * (18/53) = 1.02
    - 5th Science: 4 * (18/53) = 1.36
    - Combined Student Growth rating for year: 1.28 + 1.02 + 1.36 = 3.66

After Student Growth Ratings are calculated for each year:
Rating is combined with Student Growth Ratings from other years using a weighted average based on the proportion of the year the administrator was at the school then rounded to 2 decimal places to get Final Overall Student Growth Rating for evaluation.
- Example:
    - 2019-2020: Half year at school, Student Growth Rating = 3.66
    - 2020-2021: Whole year at school, Student Growth Rating = 3.73
    - 2021-2022: Whole year at school, Student Growth Rating = 3.72
    - 3.66*(0.5/2.5) + 3.73*(1/2.5) + 3.72*(1/2.5) = 0.732 + 1.492 + 1.488 = 3.712 => 3.71

District Developed Charts used for Student Growth Ratings:

Non-Retained 3rd Grade Fall i-Ready Reading to 3rd Grade Spring FSA ELA

3rd Grade i-Ready Fall Reading Score	District-developed 3rd Grade i-Ready Fall Reading Sub-Level	3rd Grade FSA ELA Score Needed for Learning Gain*	3rd Grade FSA ELA Sub-Level Needed for Learning Gain
100-413	Low 1	255-269	Mid 1
414-442	Mid 1	270-284	High 1
443-490	High 1	285-292	Low 2

491-492	Low 2	293-299	High 2
493-525	High 2	300-314	Level 3
526-573	Level 3	315-329	Level 4
574-800	Level 4	330-360	Level 5

Non-Retained 3rd Grade i-Ready Fall Math to 3rd Grade Spring FSA Math

3rd Grade i-Ready Fall Math Score	District-developed 3rd Grade i-Ready Fall Math Sub-Level	3rd Grade FSA Math Score Needed for Learning Gain*	3rd Grade FSA Math Sub-Level Needed for Learning Gain
100-381	Low 1	255-269	Mid 1
382-404	Mid 1	270-284	High 1
405-417	High 1	285-290	Low 2
418-421	Low 2	291-296	High 2
422-437	High 2	297-310	Level 3
438-464	Level 3	311-326	Level 4
465-800	Level 4	327-360	Level 5

Student Growth Ratings for each subject will be calculated according to the following tables:

Grade level / Subject Area	Rating Type	Assessment or Data	School Rate Denominator	School Rate Numerator	Highly Effective (4.00)	Effective (3.20)	Effective (2.80)	Needs Improvement / Developing (2.00)	Unsatisfactory (1.00)
Kindergarten, 1st grade, 2nd grade	Learning Gains / Growth approach	Fall to Spring i-Ready Reading & Math Diagnostic Scores	Schoolwide # of Survey 2-3 matched students with both current year Fall i-Ready Diagnostics scores and Spring i-Ready Diagnostic scores	# of students from denominator who met their typical growth targets in i-Ready	a) School Rate is greater than or equal to 62% b) or at least 5% pts higher than the School's own most recent rate.	School Rate is 54-61%	School Rate is 41-53%	School Rate is 32-40%	School Rate is less than 32%
Non-retained 3rd Grade students	Learning Gains / Growth approach	Fall i-Ready Reading & Math to Spring FSA ELA & Math	Schoolwide # of Survey 2-3 matched students with: current year Fall i-Ready Diagnostic scores and Spring FSA scores	# of students from denominator who met their district-developed growth targets	a) School Rate is greater than or equal to 62% b) or at least 5% pts higher than the School's own most recent rate.	School Rate is 54-61%	School Rate is 41-53%	School Rate is 32-40%	School Rate is less than 32%
3-10 ELA Learning Gains	Learning Gains / Growth approach	Spring FSA to Spring FSA, Spring FSAA to Spring FSAA	State ELA Learning Gains denominator from School Grade	State ELA Learning Gains numerator from School Grade	a) The School Grade ELA Learning Gains rate is greater than or equal to 62%, b) or at least 5% pts higher than the School's own most recent ELA Learning Gains rate, c) or at least 5% pts higher than the district grade's most recent ELA Learning Gains rate	The School Grade ELA Learning Gains rate is 54-61%	The School Grade ELA Learning Gains rate is 41-53%	The School Grade ELA Learning Gains rate is 32-40%	The School Grade ELA Learning Gains rate is less than 32%
3-10 ELA Lowest Quartile Learning Gains	Learning Gains / Growth approach	Spring FSA to Spring FSA, Spring FSAA to Spring FSAA	State ELA Lowest Quartile Learning Gains denominator from School Grade	State ELA Lowest Quartile Learning Gains numerator from School Grade	a) The School Grade ELA Lowest Quartile Learning Gains rate is greater than or equal to 62%, b) or at least 5% pts higher than the School's own most recent ELA Lowest Quartile Learning Gains rate, c) or at least 5% pts higher than the district grade's most recent ELA Lowest Quartile Learning Gains rate	The School Grade ELA Lowest Quartile Learning Gains rate is 54-61%	The School Grade ELA Lowest Quartile Learning Gains rate is 41-53%	The School Grade ELA Lowest Quartile Learning Gains rate is 32-40%	The School Grade ELA Lowest Quartile Learning Gains rate is less than 32%
3-8 Math, Algebra 1, and Geometry Learning Gains	Learning Gains / Growth approach	Spring FSA to Spring FSA (including FSA EOCs), Spring FSAA to Spring FSAA (including FSAA EOCs)	State Math Learning Gains denominator from School Grade	State Math Learning Gains numerator from School Grade	a) The School Grade Math Learning Gains rate is greater than or equal to 62%, b) or at least 5% pts higher than the School's own most recent Math Learning Gains rate, c) or at least 5% pts higher than the district grade's most recent Math Learning Gains rate	The School Grade Math Learning Gains rate is 54-61%	The School Grade Math Learning Gains rate is 41-53%	The School Grade Math Learning Gains rate is 32-40%	The School Grade Math Learning Gains rate is less than 32%
3-8 Math, Algebra 1, and Geometry Lowest Quartile Learning Gains	Learning Gains / Growth approach	Spring FSA to Spring FSA (including FSA EOCs), Spring FSAA to Spring FSAA (including FSAA EOCs)	State Math Lowest Quartile Learning Gains denominator from School Grade	State Math Lowest Quartile Learning Gains numerator from School Grade	a) The School Grade Math Lowest Quartile Learning Gains rate is greater than or equal to 62%, b) or at least 5% pts higher than the School's own most recent Math Lowest Quartile Learning Gains rate, c) or at least 5% pts higher than the district grade's most recent Math Lowest Quartile Learning Gains rate	The School Grade Math Lowest Quartile Learning Gains rate is 54-61%	The School Grade Math Lowest Quartile Learning Gains rate is 41-53%	The School Grade Math Lowest Quartile Learning Gains rate is 32-40%	The School Grade Math Lowest Quartile Learning Gains rate is less than 32%

Grade Level / Subject Area	Rating Type	Assessment or Data	School Rate Denominator	School Rate Numerator	Highly Effective (4.00)	Effective (3.20)	Effective (2.80)	Needs Improvement / Developing (2.00)	Unsatisfactory (1.00)
5th Grade Science, 8th Grade Science, Biology	Achievement / Proficiency approach	Spring 5th Grade Statewide Science Assessment (SSA), Spring 5th Grade FSAA Science, Spring 8th Grade Statewide Science Assessment (SSA), Spring 8th Grade FSAA Science, Spring NGSSS Biology EOC, Spring FSAA Biology EOC	State Science Achievement denominator from School Grade	State Science Achievement numerator from School Grade	a) The School Grade Science Achievement rate is at least 5% pts higher than the District grade's most recent Science Achievement rate, b) or at least 5% pts higher than the school's own most recent Science Achievement rate	School Grade Science Achievement rate is 0-5% pts higher than the grade's most recent Science Achievement rate	School Rate is 1-5% pts lower than the school grade's most recent Science Achievement rate	School Rate is 5-10% pts lower than the school grade's most recent Science Achievement rate	a) School Rate is at least 10% pts lower than the school grade's most recent Science Achievement rate b) or School's Science Achievement Rate is less than 10%
Civics, US History	Achievement / Proficiency approach	Spring NGSSS Civics, Spring NGSSS US History, Spring FSAA US History	State Social Studies Achievement denominator from School Grade	State Social Studies Achievement numerator from School Grade	a) The School Grade Social Studies Achievement rate is at least 5% pts higher than the District grade's most recent Social Studies Achievement rate, b) or at least 5% pts higher than the school's own most recent Social Studies Achievement rate	School Grade Social Studies Achievement rate is 0-5% pts higher than the school's most recent Social Studies Achievement rate	School Grade Social Studies Achievement rate is 1-5% pts lower than the school's most recent Social Studies Achievement rate	School Grade Social Studies Achievement rate is 5-10% pts lower than the school's most recent Social Studies Achievement rate	a) School Grade Social Studies Achievement rate is at least 10% pts lower than the school's most recent Social Studies Achievement rate b) or School's Social Studies Achievement Rate is less than 10%
MS Acceleration	Achievement / Proficiency approach	Math EOCs and Industry Certifications	MS Acceleration denominator from School Grade	MS Acceleration numerator from School Grade	a) School Grade MS Acceleration rate is at least 5% pts higher than the District grade's most recent MS Acceleration rate, b) or at least 5% pts higher than the School Grade own most recent MS Acceleration rate	School Grade MS Acceleration rate is 0-5% pts higher than the school grade's most recent MS Acceleration rate	School Grade MS Acceleration rate is 1-5% pts lower than the school grade's most recent MS Acceleration rate	School Grade MS Acceleration rate is 5-10% pts lower than the school grade's most recent MS Acceleration rate	a) School Grade MS Acceleration rate is at least 10% pts lower than the school grade's most recent MS Acceleration rate b) or School Grade MS Acceleration Rate is less than 10%
College & Career Acceleration (Unless admin's first full year at the school)	Achievement / Proficiency approach	Industry Certifications, AP Exams, IB Exams, AICE Exams, Dual Enrollment	College & Career Acceleration denominator from School Grade	College & Career Acceleration numerator from School Grade	a) School Grade College & Career Acceleration rate is at least 5% pts higher than the School Grade's own most recent College & Career Acceleration rate b) or at least 5% pts higher than the District grade's most recent College & Career Acceleration rate c) or School Grade College & Career Acceleration rate is 75% or higher	School Grade College & Career Acceleration rate is 0-5% pts higher than the school grade's most recent College & Career Acceleration rate	School Grade College & Career Acceleration rate is 1-5% pts lower than the school grade's most recent College & Career Acceleration rate	School Grade College & Career Acceleration rate is 5-10% pts lower than the school grade's most recent College & Career Acceleration rate	a) School Grade College & Career Acceleration rate is at least 10% pts lower than the school grade's most recent College & Career Acceleration rate b) or School Grade College & Career Acceleration Rate is less than 10%
Graduation Rate (Unless admin's first full year at the school)	Achievement / Proficiency approach	Graduation Rate	Graduation Rate denominator from School Grade	Graduation Rate numerator from School Grade	a) School Grade Graduation rate is at least 5% pts higher than the School Grade's own most recent Graduation rate b) or at least 5% pts higher than the District grade's most recent Graduation rate c) or School Grade Graduation rate is 90% or higher	School Grade Graduation rate is 0-5% pts higher than the school grade's most recent Graduation rate	School Grade Graduation rate is 1-5% pts lower than the school grade's most recent Graduation rate	School Grade Graduation rate is 5-10% pts lower than the school grade's most recent Graduation rate	a) School Grade Graduation rate is at least 10% pts lower than the school grade's most recent Graduation rate b) or School Grade Graduation Rate is less than 10%

D. Summative Rating Calculation

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

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

33% (Student Growth) + 17% (Deliberate Practice) + 50% (Leadership) = Final Summative Score

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

Final Rating	Summative Score Range
Highly Effective (HE)	3.50-4.00
Effective (E)	2.50-3.49
Needs Improvement/Developing (NI/D)	1.50-2.49
Unsatisfactory (U)	1.00-1.49

An illustration how an elementary principal can earn a highly effective summative performance rating:

	Score	Rating	Weighted Score
Leadership Practice Score (50%)	3.66	Highly Effective	1.83
Deliberate Practice Rating (17%)	4.00	Highly Effective	0.68
Growth Score (33%)	3.71	Highly Effective	1.22
Total		Highly Effective	3.73

An illustration how a high school principal can earn an unsatisfactory summative performance rating:

	Score	Rating	Weighted Score
Leadership Practice Score (50%)	1.00	Unsatisfactory	0.50
Deliberate Practice Rating (17%)	1.00	Unsatisfactory	0.17
Growth Score (33%)	1.00	Unsatisfactory	0.33
Total		Unsatisfactory	1.00

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).

Alignment to the Florida Principal Leadership Standards	
Practice	**Evaluation Indicators**
Domain 1: Student Achievement	
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,	1.1, 1.2
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.	1.2, 1.4, 3.1
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.	
a. Enables faculty and staff to work as a system focused on student learning;	1.1, 1.2, 1.4, 4.3
b. Maintains a school climate that supports student engagement in learning;	5.3
c. Generates high expectations for learning growth by all students; and,	1.1
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	1.1, 1.4, 4.3
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation	
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	2.1
b. Engages in data analysis for instructional planning and improvement;	1.1, 1.3, 2.3, 2.4, 2.5
c. Communicates the relationships among academic standards, effective instruction, and student performance;	2.4, 3.1, 4.3
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	2.4, 3.1, 3.3
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	3.1
4. Faculty Development	
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
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;	1.1, 2.4, 2.5, 4.3
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	2.3, 2.4
c. Employs a faculty with the instructional proficiencies needed for the school population served;	2.2

Alignment to the Florida Principal Leadership Standards	
Practice	**Evaluation Indicators**
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;	1.3, 2.3, 2.4, 5.5
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	1.5, 2.5
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	4.1, 4.3, 5.5

5. Learning Environment

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

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;	5.4
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	2.3, 4.3, 4.5, 5.2, 5.6
c. Promotes school and classroom practices that validate and value similarities and differences among students;	4.3, 5.2, 5.6
d. Provides recurring monitoring and feedback on the quality of the learning environment;	5.3
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	1.5, 4.3, 5.2
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.	1.1, 1.3, 1.4, 3.3

Domain 3: Organizational Leadership

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.

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	5.1
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	5.1
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	5.1, 5.2
d. Empowers others and distributes leadership when appropriate; and,	4.2, 4.4
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	2.4, 4.2, 4.5, 5.5

7. Leadership Development

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

a. Identifies and cultivates potential and emerging leaders;	4.4
b. Provides evidence of delegation and trust in subordinate leaders;	4.2, 4.4
c. Plans for succession management in key positions;	4.2, 4.4
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	4.2, 4.4
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	4.5, 5.4

Alignment to the Florida Principal Leadership Standards	
Practice	**Evaluation Indicators**
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.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	5.5
b. Establishes appropriate deadlines for him/herself and the entire organization;	5.5
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	4.1, 4.2, 4.3, 4.4
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	5.5
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.	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	4.2, 4.5
b. Recognizes individuals for effective performance;	5.6
c. Communicates student expectations and performance information to students, parents, and community;	1.2, 1.5
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	4.5, 5.1
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	4.2, 4.5
f. Utilizes appropriate technologies for communication and collaboration; and,	4.2, 4.5
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	3.1
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behavior	
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	4.1
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	4.2
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	4.2
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	4.1, 4.2
e. Demonstrates willingness to admit error and learn from it; and,	5.1, 5.2
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	5.1

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

Manatee County School Leader Assessment –
A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 45 Indicators

A <u>summative performance level</u> **is based 33% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., 17% on Deliberate Practice (DP), and 50% on a Leadership Practice (LP) Score.**

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 25% of the MCSLA 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 – <u>Academic Standards</u>: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).

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

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

Indicator 1.4 - <u>Student Achievement Results</u>: 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 - <u>Learning Organization</u>: 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 - <u>School Climate</u>: 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 - <u>Student Performance Focus</u>: 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 MCSLA 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 – <u>FEAPs</u>: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to guide faculty and staff's implementation of the foundational principles and practices.
Indicator 3.2 - <u>Standards-based Instruction</u>: 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 - <u>Learning Goals Alignments</u>: The leader implements recurring monitoring and feedback processes to ensure 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 <u>Alignments</u>: The leader implements systemic processes to ensure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - <u>Quality Assessments</u>: The leader ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - <u>Faculty Effectiveness</u>: 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 - <u>Recruitment and Retention</u>: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Indicator 4.2 - <u>Feedback Practices</u>: 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 - <u>High Effect Size Strategies</u>: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.

Indicator 4.4 - <u>Instructional Initiatives</u>: 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 - <u>Facilitating and Leading Professional Learning</u>: 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 - <u>Faculty Development Alignments</u>: 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 - <u>Actual Improvement</u>: 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 – <u>Student-Centered</u>: 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 – <u>Success-Oriented</u>: 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 - <u>Diversity</u>: 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 - <u>Achievement Gaps</u>: 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 25% of the MCSLA 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 implements 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, and 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 receive 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.

Domain 4 - Professional and Ethical Behaviors 1 Proficiency Area – 4 Indicators This domain contributes 10% of the MCSLA Score

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

Proficiency Area 1: <u>Student Learning Results</u>: 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.
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 – <u>Resiliency</u>: 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 - <u>Professional Learning</u>: 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 – <u>Commitment</u>: 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 - <u>Professional Conduct</u>: 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.).

Manatee County School Leader Assessment Rubric:

Domain 1 - <u>Student Achievement</u>

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 <u>leadership behaviors</u> that influence the desired student results.

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 - <u>Academic Standards</u>: 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.

Rating Rubric

Highly Effective: Leader's actions or impact of leaders 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. -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.	-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 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 ensure 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?

Indicator 1.2 – <u>Performance Data</u>: 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 exceeds 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 leaders 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):

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 teacher's control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceeds effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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, | 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. | 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. | 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 |

coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.	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.	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.	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 - <u>Student Achievement Results</u>: 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceeds effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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	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	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	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

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.	each group of students who have previously been identified as needing improvement.	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.	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

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.
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?

Narrative: This proficiency area is aligned with Florida Principal Standard #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 addresses the systemic processes than make gap reduction possible. Is the leader proficient in building capacity for change?

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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, and 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 organization.	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 students' 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.

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 is 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	-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.

mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. -Dialogues with faculty and staff on professional learning go 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.	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 do 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, and Lesson Studies)?

Indicator 2.2 – <u>School Climate</u>: 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. -Other leadership evidence of proficiency on this indicator.	-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 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?

Indicator 2.3 – <u>High Expectations</u>: 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	The leader systematically (e.g., has a plan, with goals, measurable strategies,	The leader creates and supports high academic expectations by setting clear expectations for	The leader does not create or support high academic expectations

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.	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.	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.	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 is stressed.	-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.

-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.	-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

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   [ ] Unsatisfactory
                                                 Improvement

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?

Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the MCSLA 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 MCSLA 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.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 use the FEAPs and common language.	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 language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.	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, but errors or omissions are evident.	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.

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, and 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).

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 institutional 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. -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.	-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 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?	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?	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	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?

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?	How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?	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?	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 – <u>Learning Goals Alignments</u>: 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?

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 <u>not</u> systematically provided across the curriculum to guide student learning, or learning goals, where provided, <u>or</u> are <u>not</u> 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.
<u>Leadership Evidence</u> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<u>Impact Evidence</u> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
-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		-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.	

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.	-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.	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	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	There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.

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.	align instruction with the implementation level of the standards.	the implementation level of the 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:
-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. -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.	-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 textbooks 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 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.

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   [ ] Unsatisfactory
                                                   Improvement

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.

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'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.	-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 teamwork is initiated to address issues arising from monitoring process. -Other impact evidence of proficiency on this indicator.

-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.	
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 – <u>Recruitment and Retention</u>: 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 leaders 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 school's 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 leaders 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.

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   [ ] Unsatisfactory
                                                                Improvement

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 – <u>Feedback Practices</u>: 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leaders actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 level. -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.
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?

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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 the entire 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.	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.	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 teacher's 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.

The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.	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.		

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 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.	-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 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.
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):	

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.

Reflection Questions for Indicator 4.3

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?

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.

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.	-Classroom teachers describe how they implement the various 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.	-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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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. -Budget records verify resources allocated to support prioritized professional learning. -Documents generated provide evidence that leaders are monitoring faculty participation in professional learning. -Other leadership evidence of proficiency on this indicator.	-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. -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 – <u>Faculty Development Alignments</u>: 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 <u>aligning</u> 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.\nThe 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.\nThe 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.\nThe 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.

71

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 – <u>Actual Improvement</u>: 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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	-The percentage of teachers rated highly effective increases. -The percentage of teachers rated effective increases.

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 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):	

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 policies 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 - <u>Success Oriented</u>: 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.
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	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 students 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.

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.			

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 school conditions that impact student well-being. -Other leadership evidence of proficiency on this indicator.	-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.
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 – <u>Diversity</u>: 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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	The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.	The leader 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	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

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.	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.	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.	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** – <u>Achievement Gaps</u>: 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 <u>academic growth</u> 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring or 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	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	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	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

substantially minimized	applies the process of	been implemented but	achievement gaps.
with trend lines consistently moving toward elimination of such gaps.	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.	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 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 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

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
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?

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.

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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 leaders 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 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 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.	-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.
-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.	-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. -The office staff will 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?

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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.

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?

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?

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   [ ] Unsatisfactory   Improvement
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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 Web Pages 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 ensure 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) has 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 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.	-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 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 – <u>Delegation</u>: 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.	-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 delegates appropriately aspects of their tasks to other staff thus expanding engagement. -Other impact evidence of proficiency on this indicator.
-Delegation and trust are evident in personnel evaluations. -Delegation and trust are evident in the school improvement plan as a variety of school staff is 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.	

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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 is 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.

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

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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 – <u>School Management</u>: 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 – <u>Organizational Skills</u>: 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. -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.	-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. -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 indicating 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 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 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.	-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.
-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.	-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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.	-Faculty routinely access www.floridastandards.org to align course content with state standards.
-Staff survey results reflect awareness and understanding of priority goals and expectations.

-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.	-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 – <u>Accessibility</u>: 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 workdays 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 handles 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.

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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.	-Teachers attest to the leader's recognition of them as individuals and as team members.
-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 describe feedback from the leader acknowledging 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?

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.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics.

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.

One is approached as Proficiency Area 10 of the MCSLA 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 MCSLA 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 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.	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. 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 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 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.	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 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.	-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.
-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 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

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 MCSLA 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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	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	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	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

130

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.	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.	of application to the organization.	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 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.	-Teachers' anecdotal evidence of the leader's support for and 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.
-Membership and participation in professional learning provided by professional organizations. -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 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 – <u>Commitment</u>: 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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.	-Student results show growth in all sub-groups. -Faculty members anecdotal evidence describes 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.

-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.	
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 ensure 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 is 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 – <u>Professional Conduct</u>: 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:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	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.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	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 are 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.

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 are 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.	-Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct.
-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.	-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	Effective	Needs Improvement	Unsatisfactory
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?

Appendix C – Student Performance Measures

Grade level / Subject Area	Rating Type	Assessment or Data	School Rate Denominator	School Rate Numerator	Highly Effective (4.00)	Effective (3.20)	Effective (2.80)	Needs Improvement / Developing (2.00)	Unsatisfactory (1.00)
Kindergarten, 1st grade, 2nd grade	Learning Gains / Growth approach	Fall to Spring i-Ready Reading & Math Diagnostic Scores	Schoolwide # of Survey 2-3 matched students with both current year Fall i-Ready Diagnostics scores and Spring i-Ready Diagnostic scores	# of students from denominator who met their typical growth targets in i-Ready	a) School Rate is greater than or equal to 62% b) or at least 5% pts higher than the School's own most recent rate.	School Rate is 54-61%	School Rate is 41-53%	School Rate is 32-40%	School Rate is less than 32%
Non-retained 3rd Grade students	Learning Gains / Growth approach	Fall I-Ready Reading & Math to Spring FSA ELA & Math	Schoolwide # of Survey 2-3 matched students with: current year Fall i-Ready Diagnostic scores and Spring FSA scores	# of students from denominator who developed growth targets	a) School Rate is greater than or equal to 62% b) or at least 5% pts higher than the School's own most recent rate.	School Rate is 54-61%	School Rate is 41-53%	School Rate is 32-40%	School Rate is less than 32%
3-10 ELA Learning Gains	Learning Gains / Growth approach	Spring FSA to Spring FSA, Spring FSAA to Spring FSAA	State ELA Learning Gains denominator from School Grade	State ELA Learning Gains numerator from School Grade	a) The School Grade ELA Learning Gains rate is greater than or equal to 62%, b) or at least 5% pts higher than the School's own most recent ELA Learning Gains rate, c) or at least 5% pts higher than the district grade's most recent ELA Learning Gains rate	The School Grade ELA Learning Gains rate is 54-61%	The School Grade ELA Learning Gains rate is 41-53%	The School Grade ELA Learning Gains rate is 32-40%	The School Grade ELA Learning Gains rate is less than 32%
3-10 ELA Lowest Quartile Learning Gains	Learning Gains / Growth approach	Spring FSA to Spring FSA, Spring FSAA to Spring FSAA	State ELA Lowest Quartile Learning Gains denominator from School Grade	State ELA Lowest Quartile Learning Gains numerator from School Grade	a) The School Grade ELA Lowest Quartile Learning Gains rate is greater than or equal to 62%, b) or at least 5% pts higher than the School's own most recent ELA Lowest Quartile Learning Gains rate, c) or at least 5% pts higher than the district grade's most recent ELA Lowest Quartile Learning Gains rate	The School Grade ELA Lowest Quartile Learning Gains rate is 54-61%	The School Grade ELA Lowest Quartile Learning Gains rate is 41-53%	The School Grade ELA Lowest Quartile Learning Gains rate is 32-40%	The School Grade ELA Lowest Quartile Learning Gains rate is less than 32%
3-8 Math, Algebra 1, and Geometry Learning Gains	Learning Gains / Growth approach	Spring FSA to Spring FSA (including FSA EOCs), Spring FSAA to Spring FSAA (including FSAA EOCs)	State Math Learning Gains denominator from School Grade	State Math Learning Gains numerator from School Grade	a) The School Grade Math Learning Gains rate is greater than or equal to 62%, b) or at least 5% pts higher than the School's own most recent Math Learning Gains rate, c) or at least 5% pts higher than the district grade's most recent Math Learning Gains rate	The School Grade Math Learning Gains rate is 54-61%	The School Grade Math Learning Gains rate is 41-53%	The School Grade Math Learning Gains rate is 32-40%	The School Grade Math Learning Gains rate is less than 32%
3-8 Math, Algebra 1, and Geometry Lowest Quartile Learning Gains	Learning Gains / Growth approach	Spring FSA to Spring FSA (including FSA EOCs), Spring FSAA to Spring FSAA (including FSAA EOCs)	State Math Lowest Quartile Learning Gains denominator from School Grade	State Math Lowest Quartile Learning Gains numerator from School Grade	a) The School Grade Math Lowest Quartile Learning Gains rate is greater than or equal to 62%, b) or at least 5% pts higher than the School's own most recent Math Lowest Quartile Learning Gains rate, c) or at least 5% pts higher than the district grade's most recent Math Lowest Quartile Learning Gains rate	The School Grade Math Lowest Quartile Learning Gains rate is 54-61%	The School Grade Math Lowest Quartile Learning Gains rate is 41-53%	The School Grade Math Lowest Quartile Learning Gains rate is 32-40%	The School Grade Math Lowest Quartile Learning Gains rate is less than 32%

138

Grade level / Subject Area	Rating Type	Assessment or Data	School Rate Denominator	School Rate Numerator	Highly Effective (4.00)	Effective (3.20)	Effective (2.80)	Needs Improvement / Developing (2.00)	Unsatisfactory (1.00)
5th Grade Science, 8th Grade Science, Biology	Achievement / Proficiency approach	Spring 5th Grade Statewide Science Assessment (SSA), Spring 5th Grade FSAA Science, Spring 8th Grade Statewide Science Assessment (SSA), Spring 8th Grade FSAA Science, Spring Grade FSAA Science, Spring NGSSS Biology EOC, Spring FSAA Biology EOC	State Science Achievement denominator from School Grade	State Science Achievement numerator from School Grade	a) The School Grade Science Achievement rate is at least 5% pts higher than the District grade's most recent Science Achievement rate, b) or at least 5% pts higher than the school's own most recent Science Achievement rate	School Grade Science Achievement rate is 0-5% pts higher than the grade's most recent Science Achievement rate	School Rate is 1-5% pts lower than the school grade's most recent Science Achievement rate	School Rate is 5-10% pts lower than the school grade's most recent Science Achievement rate	a) School Rate is at least 10% pts lower than the school grade's most recent Science Achievement rate b) or School's Science Achievement Rate is less than 10%
Civics, US History	Achievement / Proficiency approach	Spring NGSSS Civics, Spring FSAA Civics, Spring NGSSS US History, Spring FSAA US History	State Social Studies Achievement denominator from School Grade	State Social Studies Achievement numerator from School Grade	a) The School Grade Social Studies Achievement rate is at least 5% pts higher than the District grade's most recent Social Studies Achievement rate, b) or at least 5% pts higher than the school's own most recent Social Studies Achievement rate	School Grade Social Studies Achievement rate is 0-5% pts higher than the school's most recent Social Studies Achievement rate	School Grade Social Studies Achievement rate is 5-10% pts lower than the school's most recent Social Studies Achievement rate	School Grade Social Studies Achievement rate is 5-10% pts lower than the school's most recent Social Studies Achievement rate	a) School Grade Social Studies Achievement rate is at least 10% pts lower than the school's most recent Social Studies Achievement rate b) or School's Social Studies Achievement Rate is less than 10%
MS Acceleration	Achievement / Proficiency approach	Math EOCs and Industry Certifications	MS Acceleration denominator from School Grade	MS Acceleration numerator from School Grade	a) School Grade MS Acceleration rate Is at least 5% pts higher than the District grade's most recent MS Acceleration rate, b) or at least 5% pts higher than the School Grade own most recent MS Acceleration rate	School Grade MS Acceleration rate is 0-5% pts higher than the school grade's most recent MS Acceleration rate	School Grade MS Acceleration rate is 1-5% pts lower than the school grade's most recent MS Acceleration rate	School Grade MS Acceleration rate is 5-10% pts lower than the school grade's most recent MS Acceleration rate	a) School Grade MS Acceleration rate is at least 10% pts lower than the school grade's most recent MS Acceleration rate b) or School Grade MS Acceleration Rate is less than 10%
College & Career Acceleration (Unless admin's first full year at the school)	Achievement / Proficiency approach	Industry Certifications, AP Exams, IB Exams, AICE Exams, Dual Enrollment	College & Career Acceleration denominator from School Grade	College & Career Acceleration numerator from School Grade	a) School Grade College & Career Acceleration rate is at least 5% pts higher than the School Grade's own most recent College & Career Acceleration rate b) or at least 5% pts higher than the District grade's most recent College & Career Acceleration rate c) or School Grade College & Career Acceleration rate is 75% or higher	School Grade College & Career Acceleration rate is 0-5% pts higher than the school grade's most recent College & Career Acceleration rate	School Grade College & Career Acceleration rate is 1-5% pts lower than the school grade's most recent College & Career Acceleration rate	School Grade College & Career Acceleration rate is 5-10% pts lower than the school grade's most recent College & Career Acceleration rate	a) School Grade College & Career Acceleration rate is at least 10% pts lower than the school grade's most recent College & Career Acceleration rate b) or School Grade College & Career Acceleration Rate is less than 10%
Graduation Rate (Unless admin's first full year at the school)	Achievement / Proficiency approach	Graduation Rate	Graduation Rate denominator from School Grade	Graduation Rate numerator from School Grade	a) School Grade Graduation rate is at least 5% pts higher than the School Grade's own most recent Graduation rate b) or at least 5% pts higher than the District grade's most recent Graduation rate c) or School Grade Graduation rate is 90% or higher	School Grade Graduation rate is 0-5% pts higher than the school grade's most recent Graduation rate	School Grade Graduation rate is 1-5% pts lower than the school grade's most recent Graduation rate	School Grade Graduation rate is 5-10% pts lower than the school grade's most recent Graduation rate	a) School Grade Graduation rate is at least 10% pts lower than the school grade's most recent Graduation rate b) or School Grade Graduation Rate is less than 10%

Appendix D – Summative Evaluation Forms

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

The Leadership Practice Ratings, Deliberate Practice Ratings, and the Student Growth Rating are done electronically through MYPGS a PowerSchool Instructional Evaluation Tool.