

School District of Lafayette County

School Administrator Evaluation System



Updated [June 17, 2024]

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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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 purpose of the Lafayette County School District Administrator Evaluation System is to provide:

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

Part II: Evaluation System Requirements

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

System Framework

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

Training

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

Data 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.

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- 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

- X ☐ 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.
- X ☐ 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

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

- X ☐ 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
Assistant Principals	On or before June 30th (prior to the new school year)*	Face to Face meeting; give access to the Administrator Evaluation System; give access to evaluation forms
Principals	On or before June 30th (prior to the new school year)*	Face to Face meeting; access to the Administrator Evaluation System; give access to evaluation forms

*If hired after the new school year, then within 30 days of the first hire date.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Throughout the School year: a minimum of 2 proficiency status updates and 1 Summative Evaluation	Utilize the District FELS AP Rubric and District FELS AP Short Form for proficiency status updates- AP Proficiency and Status and AP Annual Performance Appraisal Instrument
Principals	Throughout the School year: a minimum of 2 proficiency status updates and 1 Summative Evaluation	Utilize the District FELS Principal Rubric and District FELS AP Short Form for proficiency status updates- Principal Proficiency and Status and AP Annual Performance Appraisal Instrument

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	At the End of the School Year after State Student Data is available for that Evaluation Period	Within a month after State Student Data is available for that Evaluation Period
Principals	1	At the End of the School Year after State Student Data is available for that Evaluation Period	Within a month after State Student Data is available for that Evaluation Period

Part IV: Evaluation Criteria

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 Lafayette County, other indicators of performance account for **20 %** of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable. NOT 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.

For the Other Indicators of Performance Score, each administrator will complete an Individual Professional Learning Plan annually. At the beginning of the school year, each administrator meets with their supervisor (either superintendent or principal) to agree upon the indicators that are to be addressed and completed, and the necessary evidence for each indicator. At the end of the school year, results are documented and reviewed by the administrator and their supervisor in order to evaluate the success of the plan using the rubric below.

Calculation Other Indicator of Performance Score

- Step 1: Administrator and supervisor review the agreed upon indicators and compare it to the Rubric for the Individual Professional Learning Plan
- Step 2: Determine the performance level by basing it on the indicators in the rubric. This is the Other Indicator of Performance raw score.

Other Indicators of Performance Level: IPLP Rubric

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
4 – Highly Effective	3- Effective	2- Needs Improvement	1- Unsatisfactory

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 Lafayette County, instructional leadership accounts for **40 %** of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school

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administrators, including performance standards for differentiating performance.

The Instructional Leadership Score is obtained from the summarization of observations and data documented throughout the school year on the School Principals or Assistant Principal FELS Short Form. The summarization will be captured on the School Principal or Assistant Principal Evaluation Instrument Annual Performance Appraisal form. This data collection is based on evidences from the 8 Florida Educational Leadership Standards. Each standard will be rated Highly Effective (3pts.), Effective (2 pts), Needs Improvement (1pt) or Unsatisfactory (0pts). This final rating will be multiplied by 4 (40%) and entered into the Annual Appraisal Evaluation Instrument to be calculated into the summative rating. See chart below.

Step 1: Find the overall standard score for each Florida Educational Leadership Standard by finding the average of the points earned for each of the standard descriptors.

Step 2: Add all of the points for each leadership standard together and divided by 8. This is the raw score for the Instructional Leadership Score.

Calculation of Instructional Leadership Score

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	Standard 6 Score	Standard 7 Score	Standard 8 Score
Total Points earned for Standard Score 1-8: _____ divided by 8 = _____							
3.00-2.60		2.59-1.90		1.89-1.50		1.49-0.00	
• <input type="checkbox"/> Highly Effective		• <input type="checkbox"/> Effective		• <input type="checkbox"/> Needs Improvement • <input type="checkbox"/> Developing		• <input type="checkbox"/> Unsatisfactory	
_____ points		_____ points		_____ points		_____ points	

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 Lafayette County, performance of students accounts for **40%** 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.

FOR PRINCIPALS

15% of the 40%:

The statewide assessment school 3-year aggregate VAM results for reading and math will be used to determine 15% of 40% of student performance ratings for school administrators. An administrator's student growth score will only come from the students in which the administrator is responsible. If less than the three most recent years of data are available, the years for which data are available will be used. The rating is as shown in the table:

School VAM	Performance of Students Score
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

15% of the 40%:

School Grades as determined by the state of Florida will be used to decide 15% of the 40% of student performance ratings for school administrators. The rating is as shown in the table:

School Grade	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

10% of the 40%:

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The Federal Percent of Points Index will be used to determine 10% of the 40% of the student performance ratings for school administrators. The rating is as shown in the table:

Number of Subgroups Scoring Below 40%	Rating	Performance of Students Score
0	Highly Effective	4
1	Effective	3
2	Needs Improvement	2
3 or more	Unsatisfactory	1

For the Assistant Principal at Lafayette Elementary School:

20% of the 40%:

- The statewide assessment school 3-year aggregate VAM results for reading and math will be used to determine 20% of 40% of student performance ratings for school administrators. An administrator's student growth score will only come from the students in which the administrator is responsible. . If less than the three most recent years of data are available, the years for which data are available will be used. The rating is as shown in the table:

School VAM	Performance of Students Score
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

20% of the 40%:

School Grades as determined by the state of Florida will be used to decide 20% of the 40% of student performance ratings for school administrators. The rating is as shown in the table:

School Grade	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

For the Assistant Principal at Lafayette High School (also district CTE Coordinator):

15% of the 40%:

The statewide assessment school 3-year aggregate VAM results for reading and math will be used to determine 15% of 40% of student performance ratings for school administrators. An administrator's student growth score will only come from the students in which the administrator is responsible. . If less than the three most recent years of data are available, the years for which data are available will be

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used. The rating is as shown in the table:

School VAM	Performance of Students Score
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

15% of the 40%:

School Grades as determined by the state of Florida will be used to decide 15% of the 40% of student performance ratings for school administrators. The rating is as shown in the table:

School Grade	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

10% of the 40%:

The LHS Assistant Principal also serves as the district CTE Coordinator. The performance of students score will include the school's proficiency score for the College and Career Acceleration component of the school grade. This will count for 10% of the 40% for student performance rating. The rating is as shown in the table:

College and Career Acceleration Percent	Rating	Performance of Students Score
85% and above	Highly Effective	4
84-80%	Effective	3
79-75%	Needs Improvement	2
74% and below	Unsatisfactory	1

The Performance of Students score will be multiplied by 4 (40%) and be entered into the Annual Appraisal Evaluation Instrument to be calculated into the summative rating

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.

- Step 1: The raw Other Indicators of Performance score _____ X 2 = _____
- Step 2: The raw Instructional Leadership score _____ X 4 = _____
- Step 3: The raw Performance of Students score _____ X 4 = _____
- Step 4: Total Weighted Other Indicators of Performance score + Total Weighted Instructional Leadership score + Total Weighted Performance of Students score / 10 = Final Summative Score

Total _____ / 10 = _____

Summative Annual Evaluation Rating	Summative Annual Evaluation Score
Highly Effective	4.00-3.25
Effective	3.24-2.25
Needs Improvement	2.24-1.25
Unsatisfactory	1.24-0

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

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Lafayette County School District ASSISTANT PRINCIPAL SUMMATIVE EVALUATION FORM (EXAMPLE ELEMENTARY AP – HIGHLY EFFECTIVE)

Name: ELEMENTARY ASSISTANT PRINCIPAL - HIGHLY EFFECTIVE
Position: ELEMENTARY AP
School: _____ School Year: _____
Evaluator: _____ District: _____
Evaluator's Title: _____ Date Completed: _____

Section A: Calculation Other Indicator of Performance Score (20%)

- Step 1: Administrator and supervisor review the agreed upon indicators and compare it to the Rubric for the Individual Professional Learning Plan
- Step 2: Determine the performance level by basing it on the indicators in the rubric (Table 1). This is the Other Indicator of Performance raw score. Circle rating in Table 1.

Other Indicators of Performance Level: IPLP Rubric (Table 1)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
Highly Effective - 4	Effective - 3	Needs Improvement - 2	Unsatisfactory - 1

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Section B: Calculation of Instructional Leadership Score (40%)

- Step 1: Find the overall standard score for each Florida Educational Leadership Standard by finding the average of the points earned for each of the standard descriptors in Table 2.
- Step 2: Add all of the points for each leadership standard together and divided by 8. This is the raw score for the Instructional Leadership Score

Instructional Leadership Score (Table 2)

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	Standard 6 Score	Standard 7 Score	Standard 8 Score
3	3	2.5	3	2.5	3	3	3
Total Points earned for Standard Score 1-8: <u>23</u> divided by 8 = <u>2.875</u>							
3.00-2.60		2.59-1.90		1.89-1.50		1.49-0.00	
<ul style="list-style-type: none"> • X Highly Effective 		<ul style="list-style-type: none"> • Effective 		<ul style="list-style-type: none"> • Needs Improvement • Developing 		<ul style="list-style-type: none"> • Unsatisfactory 	
<u>2.875</u> points		_____ points		_____ points		_____ points	

Section C: Calculation of Performance of Students for ASSISTANT PRINCIPALS (40%)

LAFAYETTE ELEMENTARY SCHOOL ASSISTANT PRINCIPAL (LES AP)

Statewide Assessment School 3-Year Aggregate VAM (20%)

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- Step 1: Calculate the State Assessment School 3-Year Aggregate VAM Score for Reading and Math by adding the years of data available and dividing it by the number of years of data (Table 3).
- Step 2: Add the Reading and Math VAM averages together and divide by 2. This is the raw score for the State Assessment School 3-Year Aggregate VAM Score.

Statewide Assessment School 3-Year Aggregate VAM (Table 3)

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Reading	3	3.5	3.5	$10/3 = 3.33$
Math	3.5	3	3.5	$10/3 = 3.33$
				6.66/2
Reading Avg. + Math Avg. divided by 2 = Raw Score				3.33 Raw Score

School Grades (20%)

- Step 3: Determine the student performance rating for the School Grade earned that school year (Table 4). This is the raw School Grade score. (Circle.)

School Grade (Table 4)	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

Step 4: Calculate the weighted scores for each component of the Performance of Students score (Table 5).

Step 5: Add together the weighted scores and divide by 4. This is the overall raw score for Performance of Students.

Overall Performance of Students for LES AP (Table 5)	Raw Score	Weight
State Assessment School 3-Year Aggregate VAM Score	3.33	$x 2 = 6.66$
School Grade	4	$x 2 = 8$
Add together weighted scores and divide by 4	$14.6/4 = 3.65$	Performance of Students Raw Score

Step 6: Circle Rating for Performance of Students (Table 6)

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Performance of Students (Table 6)	Rating
4.00-3.25	Highly Effective
3.24-2.25	Effective
2.24-1.25	Needs Improvement
1.24-0	Unsatisfactory

LAFAYETTE HIGH SCHOOL ASSISTANT PRINCIPAL (also district CTE Coordinator) (LHS AP)

Statewide Assessment School 3-Year Aggregate VAM (15%)

- Step 1: Calculate the State Assessment School 3-Year Aggregate VAM Score for Reading and Math by adding the years of data available and dividing it by the number of years of data (Table 3).
- Step 2: Add the Reading and Math VAM averages together and divide by 2. This is the raw score for the State Assessment School 3-Year Aggregate VAM Score.

Statewide Assessment School 3-Year Aggregate VAM (Table 3)

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Reading				
Math				
Reading Avg. + Math Avg. divided by 2 = Raw Score				Raw Score

School Grades (15%)

- Step 3: Determine the student performance rating for the School Grade earned that school year (Table 4). This is the raw School Grade score _____.

School Grade (Table 4)	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

College and Career Acceleration Percent (10%)

- Step 4: Determine the College and Career Acceleration Percent based on the state's College and Career Acceleration proficiency component of the School Grade (Table 6). This rating is the College and Career Acceleration raw score _____.

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College and Career Acceleration Percent (Table 6)	Rating	Performance of Students Score
85% and above	Highly Effective	4
84-80%	Effective	3
79-75%	Needs Improvement	2
74% and below	Unsatisfactory	1

To Calculate Overall Performance of Student Raw Score

- Step 5: Calculate the weighted scores for each component of the Performance of Students score (Table 7).
- Step 6: Add together the weighted scores and divide by 4. This is the overall raw score for Performance of Students.

Overall Performance of Students for LHS AP (Table 7)	Raw Score	Weight
State Assessment School 3-Year Aggregate VAM Score		x 1.5 =
School Grade Score		x 1.5 =
College and Career Acceleration Percent Score		x 2 =
Add together weighted scores and divide by 4		Performance of Students Raw Score

Step 7: Circle Rating for Performance of Students (Table 8)

Performance of Students (Table 8)	Rating
4.00-3.25	Highly Effective
3.24-2.25	Effective
2.24-1.25	Needs Improvement
1.24-0	Unsatisfactory

Section D: Summative Rating Calculation

- Step 1: The raw Other Indicators of Performance score $\underline{4} \times \underline{2} = \underline{8}$
- Step 2: The raw Instructional Leadership score $\underline{2.875} \times \underline{4} = \underline{11.5}$
- Step 3: The raw Performance of Students score $\underline{3.65} \times \underline{4} = \underline{14.6}$
- Step 4: Total Weighted Other Indicators of Performance score + Total Weighted Instructional Leadership score + Total Weighted Performance of Students score / 10 = Final Summative Score

$$\text{Total } \underline{34.1} / 10 = \underline{3.41}$$

Summative Annual Evaluation Rating	Summative Annual Evaluation Score
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Highly Effective	4.00-3.25
Effective	3.24-2.25
Needs Improvement	2.24-1.25
Unsatisfactory	1.24-0

Evaluator's Signature

Date

Assistant Principal's Signature

Date

Comments:

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Lafayette County School District PRINCIPAL SUMMATIVE EVALUATION FORM (EXAMPLE UNSATISFACTORY)

Name: Example 2 - Principal Unsatisfactory

Position: High School Principal

School: _____ **School Year:** _____

Evaluator: _____ **District:** _____

Evaluator's Title: _____ **Date Completed:** _____

Section A: Calculation Other Indicator of Performance Score (20%)

- Step 1: Administrator and supervisor review the agreed upon indicators and compare it to the Rubric for the Individual Professional Learning Plan
- Step 2: Determine the performance level by basing it on the indicators in the rubric (Table 1). This is the Other Indicator of Performance raw score. Circle rating in Table 1.

Other Indicators of Performance Level: IPLP Rubric (Table 1)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
Highly Effective - 4	Effective - 3	Needs Improvement - 2	Unsatisfactory - 1

Section B: Calculation of Instructional Leadership Score (40%)

- Step 1: Find the overall standard score for each Florida Educational Leadership Standard by finding the average of the points earned for each of the standard descriptors in Table 2.
- Step 2: Add all of the points for each leadership standard together and divided by 8. This is the raw score for the Instructional Leadership Score

Instructional Leadership Score (Table 2)

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	Standard 6 Score	Standard 7 Score	Standard 8 Score
2	1.5	1.5	1	1	1	1	1
Total Points earned for Standard Score 1-8: <u>11</u> divided by 8 = <u>1.38</u>							
3.00-2.60		2.59-1.90		1.89-1.50		1.49-0.00	
<ul style="list-style-type: none"> • Highly Effective 		<ul style="list-style-type: none"> • Effective 		<ul style="list-style-type: none"> • Needs Improvement • Developing 		<ul style="list-style-type: none"> • X Unsatisfactory 	
<u> </u> points		<u> </u> points		<u> </u> points		<u>1.38</u> points	

Section C: Calculation of Performance of Students for PRINCIPALS (40%)

Statewide Assessment School 3-Year Aggregate VAM (15%)

- Step 1: Calculate the State Assessment School 3-Year Aggregate VAM Score for Reading and Math by adding the years of data available and dividing it by the number of years of data (Table 3).
- Step 2: Add the Reading and Math VAM averages together and divide by 2. This is the raw score for the State Assessment School 3-Year Aggregate VAM Score.

Statewide Assessment School 3-Year Aggregate VAM (Table 3)

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Reading	2	1	1	4/3 = 1.3
Math	1	2	2	5/3 = 1.6
				2.9/2 =
Reading Avg. + Math Avg. divided by 2 = Raw Score				1.45 Raw Score

School Grade (15%)

- Step 3: Determine the student performance rating for the School Grade earned that school year (Table 4). This is the raw School Grade score ____1____.

School Grade (Table 4)	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

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Federal Index Percent of Points (10%)

- Step 4: Determine the student sub-group performance rating for the Federal Index Percent of Points (Table 5). This is the raw Federal Index Percent of Points score 1.

Number of Subgroups Scoring Below 40% (Table 5)	Rating	Performance of Students Score
0	Highly Effective	4
1	Effective	3
2	Needs Improvement	2
3 or more	Unsatisfactory	1

Step 5: Calculate the weighted scores for each component of the Performance of Students score (Table 6).

Step 6: Add together the weighted scores and divide by 4. This is the overall raw score for Performance of Students.

Overall Performance of Students (Table 6)	Raw Score	Weight	
State Assessment School 3-Year Aggregate VAM Score	1.45	$\times 1.5 = 2.175$	
School Grade	1	$\times 1.5 = 1.5$	
Federal Index Percent of Points	1	$\times 1 = 1$	
Add together weighted scores and divide by 4		4.675/4=1.16	Performance of Students Raw Score

Step 7: Circle Rating for Performance of Students (Table 7)

Performance of Students (Table 7)	Rating
4.00-3.25	Highly Effective
3.24-2.25	Effective
2.24-1.25	Needs Improvement
1.24-0	Unsatisfactory

Section D: Summative Rating Calculation

- Step 1: The raw Other Indicators of Performance score $\frac{1}{1} \times \frac{2}{2} = 2$
- Step 2: The raw Instructional Leadership score $\frac{1.38}{1} \times \frac{4}{4} = 5.5$
- Step 3: The raw Performance of Students score $\frac{1.16}{1} \times \frac{4}{4} = 4.7$
- Step 4: Total Weighted Other Indicators of Performance score + Total Weighted Instructional Leadership score + Total Weighted Performance of Students score / 10 = Final Summative Score

Total $\frac{12.2}{10} = 1.22$

Summative Annual Evaluation Rating	Summative Annual Evaluation Score
Highly Effective	4.00-3.25
Effective	3.24-2.25
Needs Improvement	2.24-1.25
Unsatisfactory	1.24-0

Evaluator's Signature

Date

Principal's Signature

Date

Comments:

Appendix A – Evaluation Framework Crosswalks

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

***The district is using the Florida Education Leadership Standards as their framework for each descriptor.**

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	
e. Recognize individuals for contributions toward the school vision and mission.	
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	
h. Develop and maintain effective relationships with the district office and governing board;	
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	
b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	
5. Learning Environment	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	
e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:</i>	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	Evaluation Indicators
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	
c. Develop capacity in teacher leaders and hold them accountable; and	
d. Plan for and provide opportunities for mentoring new personnel.	
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	
2. Vision and Mission	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	
e. Recognize individuals for contributions toward the school vision and mission.	
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	
h. Develop and maintain effective relationships with the district office and governing board;	
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	
5. Learning Environment	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	
e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	

School Administrator Evaluation System

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	

Appendix B – Observation Instruments for School Administrators

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

**Florida Educational Leadership Standards (FELS)
Conference Summary / Proficiency Status Update- Short Form
School Principal**

Leader:

Supervisor:

This form summarizes feedback about proficiency on the descriptors and standards marked below based on consideration of evidence encountered during this timeframe (date): _____

Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. **All school administrators:**

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1011.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

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☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

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

a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

c. Collaborate to develop, implement, and model a shared educational vision mission, and core values within the school community to promote the academic success and well-being of all students.

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

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

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

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

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

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

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

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

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

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

c. Organize time, task, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

School Administrator Evaluation System

- d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

- f. Inform the school community of current, local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

- j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 4: Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

School Administrator Evaluation System

a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 5: Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

School Administrator Evaluation System

- c. Deliver timely, actionable, and ongoing feedback about instructional practice driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

- a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students,

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

- g. Monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

School Administrator Evaluation System

- h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

- i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 7: Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

- a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

School Administrator Evaluation System

b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders. () Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders. () Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community. () Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance. () Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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Florida Educational Leadership Standards (FELS) Rubrics for School Principal Descriptors

The following rubrics are provided for each of the descriptors associated with the FELS Standards to assist both the supervisor and the school-based administrator in properly understanding and assessing each descriptor.

Standard 1: Professional and Ethical Norms Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:			
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1011.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1011.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Documented system for addressing ethical conduct issues <input type="checkbox"/> Evidence of attending professional learning on ethics <input type="checkbox"/> Examples of coaching to address potentially problematic behaviors <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Parental rights documents, individual educational plan (IEP) communications <input type="checkbox"/> School climate survey <input type="checkbox"/> Student and faculty handbook <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <input type="radio"/> Highly Effective <input type="radio"/> Effective <input type="radio"/> Needs Improvement / Developing <input type="radio"/> Unsatisfactory			

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Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. **All school administrators:**

- b.** Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

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

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. **All school administrators:**

- c.** Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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	being of the school, families, and local community.		
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Examples of impartial distribution of resources</p> <p><input type="checkbox"/> Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)</p> <p><input type="checkbox"/> Meeting agendas</p> <p><input type="checkbox"/> Parental rights documents, individual educational plan (IEP) communications</p> <p><input type="checkbox"/> School climate survey</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p>() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 1: Professional and Ethical Norms</p> <p>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</p>			
<p>d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Examples of coaching to address potentially problematic behaviors</p> <p><input type="checkbox"/> Examples of impartial distribution of resources</p> <p><input type="checkbox"/> Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)</p> <p><input type="checkbox"/> School climate survey</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p>() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

School Administrator Evaluation System

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **School principals:**

- a.** Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

☐ Posted mission, vision, and core values

☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **School principals:**

- b.** Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

☐ Communication of priorities and initiatives with all stakeholders

☐ Master schedule

☐ Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes

☐ Posted mission, vision, and core values

☐ Other: _____

School Administrator Evaluation System

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **School principals:**

- c. Collaborate to develop, implement, and model a shared educational vision mission, and core values within the school community to promote the academic success and well-being of all students.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate to develop, implement, and model a shared educational vision mission, and core values within the school community to promote the academic success and well-being of all students	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

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

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Strategically develop and implement systems to achieve the vision and mission of the school- reflecting and adjusting when applicable.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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Sample Evidence Sources:

- ☐ Academic achievement including progress monitoring data
- ☐ Budget
- ☐ Communication of priorities and initiatives with all stakeholders
- ☐ Instructional assignments
- ☐ Master schedule
- ☐ School climate survey
- ☐ Other: _

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Recognize individuals for contributions toward the school vision and mission.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

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

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting,	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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	decision making, and accounting practices.		
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> School audit findings</p> <p><input type="checkbox"/> School financial information</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> School protocols for accessing resources</p> <p><input type="checkbox"/> Spending plans</p> <p><input type="checkbox"/> Year-to-date budget</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 3: School Operations, Management, and Safety</p> <p>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</p>			
<p>b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Coaching cycle documentation</p> <p><input type="checkbox"/> Lesson plans and observation data</p> <p><input type="checkbox"/> Master schedule</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 3: School Operations, Management, and Safety</p> <p>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</p>			
<p>c. Organize time, task, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory

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Can serve as a model or teach others (evidence shows going above and beyond consistently).	Organize time, task, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Annual event/meeting calendar</p> <p><input type="checkbox"/> Master schedule</p> <p><input type="checkbox"/> Meeting agendas with deliverables and action plans</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> School protocols for accessing resources</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 3: School Operations, Management, and Safety</p> <p>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</p>			
<p>d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Annual event/meeting calendar</p> <p><input type="checkbox"/> Chronic absenteeism data</p> <p><input type="checkbox"/> Communications with stakeholders</p> <p><input type="checkbox"/> Evidence from Office of Safe Schools visits</p> <p><input type="checkbox"/> Master schedule</p> <p><input type="checkbox"/> School audit findings</p> <p><input type="checkbox"/> School climate survey</p> <p><input type="checkbox"/> School discipline and suspension data</p> <p><input type="checkbox"/> School Environmental Safety Incident Reporting (SESIR) data</p> <p><input type="checkbox"/> School financial information</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> School protocols for accessing resources</p> <p><input type="checkbox"/> School safety plan</p> <p><input type="checkbox"/> Spending plans</p>			

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☐ Year-to-date budget

☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

☐ Coaching cycle documentation

☐ Communications with stakeholders

☐ School climate survey

☐ School improvement plan

☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **School principals:**

- f.** Inform the school community of current, local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Inform the school community of current, local, state, and federal laws, regulations, and best practices to promote the safety, success, and	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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	well-being of all students and adults.		
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Evidence from Office of Safe Schools visits</p> <p><input type="checkbox"/> Meeting agendas with deliverables and action plans</p> <p><input type="checkbox"/> School climate survey</p> <p><input type="checkbox"/> School Environmental Safety Incident Reporting (SESIR) data</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> School safety plan</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 3: School Operations, Management, and Safety</p> <p>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</p>			
<p>g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 3: School Operations, Management, and Safety</p> <p>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</p>			
<p>h. Develop and maintain effective relationships with the district office and governing board.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and	Develop and maintain effective relationships with the district office and	Inconsistently applies the descriptor, all needs of students or faculty are not	Fails or rarely meets descriptor.

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beyond consistently).	governing board.	met.	
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Board presentations made by the principal</p> <p><input type="checkbox"/> Communications between principal and district office or governing board</p> <p><input type="checkbox"/> District participation in building events</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 3: School Operations, Management, and Safety</p> <p>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</p>			
<p>i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Emergency drill documentation</p> <p><input type="checkbox"/> Evidence from Office of Safe Schools visits</p> <p><input type="checkbox"/> Meeting agendas with deliverables and action plans</p> <p><input type="checkbox"/> School Environmental Safety Incident Reporting (SESIR) data</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> School safety plan</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 3: School Operations, Management, and Safety</p> <p>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</p>			
<p>j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence	Ensure compliance with the requirements for	Inconsistently applies the descriptor, all needs of	Fails or rarely meets descriptor.

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shows going above and beyond consistently).	school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.	students or faculty are not met.	
Sample Evidence Sources: <input type="checkbox"/> Emergency drill documentation <input type="checkbox"/> Evidence from Office of Safe Schools visits <input type="checkbox"/> Meeting agendas with deliverables and action plans <input type="checkbox"/> School Environmental Safety Incident Reporting (SESIR) data <input type="checkbox"/> School improvement plan <input type="checkbox"/> School safety plan <input type="checkbox"/> Spending plans <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <div style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory </div>			

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:			
k. Utilized a continuous improvement model to evaluate specific concerns for safety and security within the school environment.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Utilized a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Communications with stakeholders <input type="checkbox"/> Evidence from Office of Safe Schools visits <input type="checkbox"/> Meeting agendas with deliverables and action plans <input type="checkbox"/> School climate survey <input type="checkbox"/> School Environmental Safety Incident Reporting (SESIR) data <input type="checkbox"/> School safety plan <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <div style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory </div>			

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:
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I. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Chronic absenteeism data <input type="checkbox"/> Intervention and enrichment plans <input type="checkbox"/> Meeting agendas with deliverables and action plans <input type="checkbox"/> School discipline and suspension data <input type="checkbox"/> School improvement plan <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <div style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory </div>			

Standard 4: Student Learning and Continuous School Improvement Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:			
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Documentation of process for creating the school improvement plan (e.g., timelines, data, team members) <input type="checkbox"/> School climate survey <input type="checkbox"/> School improvement plan <input type="checkbox"/> Other: _____			
Scale Level (Choose one):			

School Administrator Evaluation System

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 4: Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. **School principals:**

- b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Analyses of student data
- ☐ Curriculum alignment maps
- ☐ Data chats/reflection
- ☐ Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
- ☐ Master schedule
- ☐ Multi-tiered system of supports (MTSS)/response to intervention (Rtl) plan
- ☐ Progress monitoring tool(s)
- ☐ School improvement plan
- ☐ Student academic improvement plans
- ☐ Student achievement data
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 4: Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. **School principals:**

- c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration,	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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	and enrichment that meet student needs.		
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Analyses of student data</p> <p><input type="checkbox"/> Collaborative planning schedule and outcomes</p> <p><input type="checkbox"/> Curriculum alignment maps</p> <p><input type="checkbox"/> Master schedule</p> <p><input type="checkbox"/> Professional learning and/or coaching for instructional leaders and teachers</p> <p><input type="checkbox"/> Training opportunities in data analysis</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 4: Student Learning and Continuous School Improvement</p> <p>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</p>			
<p>d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Analyses of student data</p> <p><input type="checkbox"/> Classroom walkthrough notes</p> <p><input type="checkbox"/> Collaborative planning schedule and outcomes</p> <p><input type="checkbox"/> Data chats/reflection</p> <p><input type="checkbox"/> Multi-tiered system of supports (MTSS)/response to intervention (Rtl) plan</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> Student achievement data</p> <p><input type="checkbox"/> Written feedback to teachers</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 4: Student Learning and Continuous School Improvement</p> <p>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</p>

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e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Analyses of student data <input type="checkbox"/> Collaborative planning schedule and outcomes <input type="checkbox"/> Data chats/reflection <input type="checkbox"/> Multi-tiered system of supports (MTSS)/response to intervention (Rtl) plan <input type="checkbox"/> Professional learning and/or coaching for instructional leaders and teachers <input type="checkbox"/> Progress monitoring tool(s) <input type="checkbox"/> Student achievement data <input type="checkbox"/> Training opportunities in data analysis <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory			

Standard 4: Student Learning and Continuous School Improvement Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:			
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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	openly communicating the need for, process for, and outcomes of improvement efforts.		
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Analyses of student data</p> <p><input type="checkbox"/> Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)</p> <p><input type="checkbox"/> School climate survey</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 4: Student Learning and Continuous School Improvement</p> <p>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</p>			
<p>g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Classroom walkthrough notes</p> <p><input type="checkbox"/> Data chats/reflection</p> <p><input type="checkbox"/> Instructional practice observation data</p> <p><input type="checkbox"/> Professional learning and/or coaching for instructional leaders and teachers</p> <p><input type="checkbox"/> Teacher evaluation data</p> <p><input type="checkbox"/> Written feedback to teachers</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 5: Learning Environment</p> <p>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</p>			
<p>a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.</p>			
Highly Effective	Effective	Needs Improvement/	Unsatisfactory

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		Developing	
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> School climate data</p> <p><input type="checkbox"/> School counselors providing classroom lessons on well-being</p> <p><input type="checkbox"/> Schoolwide processes and procedures</p> <p><input type="checkbox"/> Student and faculty handbook</p> <p><input type="checkbox"/> The work of professional learning communities</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 5: Learning Environment</p> <p>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</p>			
<p>b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner,</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Analyses of student data, including student discipline data</p> <p><input type="checkbox"/> School climate data</p> <p><input type="checkbox"/> School counselors providing classroom lessons on well-being</p> <p><input type="checkbox"/> Schoolwide processes and procedures</p> <p><input type="checkbox"/> Student and faculty handbook</p> <p><input type="checkbox"/> The work of professional learning communities</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

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Standard 5: Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. **School principals:**

- c. Deliver timely, actionable, and ongoing feedback about instructional practice driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Deliver timely, actionable, and ongoing feedback about instructional practice driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Analyses of student data, including student discipline data
- ☐ Coaching plans/cycle
- ☐ Data chats/reflection
- ☐ School climate data
- ☐ Schoolwide processes and procedures
- ☐ Student progress monitoring data
- ☐ The work of professional learning communities
- ☐ Walkthrough notes
- ☐ Written feedback to teachers
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 5: Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Analyses of student data, including student discipline data

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- ☐ Coaching plans/cycle
- ☐ Data chats/reflection
- ☐ School climate data
- ☐ School counselors providing classroom lessons on well-being
- ☐ Schoolwide processes and procedures
- ☐ Student progress monitoring data
- ☐ The work of professional learning communities
- ☐ Training opportunities in data analysis
- ☐ Walkthrough notes
- ☐ Other: _____

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **School principals:**

- a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Evidence of recruitment efforts; data as to efficacy of recruitment efforts
- ☐ Exit survey data
- ☐ Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
- ☐ Retention rates
- ☐ Staff turnover data
- ☐ Teacher climate data
- ☐ Vacancy rates
- ☐ Other: _____

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by

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creating support systems and offering professional learning to promote the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Individual professional learning plans
- ☐ Master schedule
- ☐ Teacher climate data
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Classroom walkthrough data
- ☐ Communication/feedback for assistant principal(s)/teachers
- ☐ Content-specific teacher data
- ☐ Data-driven professional learning opportunities

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- ☐ Individual professional learning plans
☐ Student data (e.g., achievement, MTSS, Rtl, discipline, attendance)
☐ Teacher evaluation data
☐ Other: _____

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **School Principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Collaborative planning schedule and outcomes
☐ Data-driven professional learning opportunities
☐ School professional learning plan
☐ Student data (e.g., achievement, MTSS, Rtl, discipline, attendance)
☐ Other: _____

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop school personnel's professional knowledge and skills by providing access to	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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	differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.		
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Content-specific teacher data</p> <p><input type="checkbox"/> Data-driven professional learning opportunities</p> <p><input type="checkbox"/> Individual professional learning plans</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 6: Recruitment and Professional Learning</p> <p>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</p>			
<p>f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Collaborative planning schedule and outcomes</p> <p><input type="checkbox"/> Documentation of personal attendance/participation in professional learning/continuing education</p> <p><input type="checkbox"/> Evidence of participation in district/state learning opportunities</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 6: Recruitment and Professional Learning</p> <p>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</p>			
<p>g. Monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory

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Can serve as a model or teach others (evidence shows going above and beyond consistently).	Monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Classroom walkthrough data <input type="checkbox"/> Communication/feedback for assistant principal(s)/teachers <input type="checkbox"/> Content-specific teacher data <input type="checkbox"/> Teacher evaluation data <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory			

Standard 6: Recruitment and Professional Learning Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:			
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Collaborative planning schedule and outcomes <input type="checkbox"/> Communication/feedback for assistant principal(s)/teachers <input type="checkbox"/> Master schedule <input type="checkbox"/> School budget <input type="checkbox"/> Student data (e.g., achievement, MTSS, Rtl, discipline, attendance) <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory			

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Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **School principals:**

- i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

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

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 7: Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. **School principals:**

- a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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	professional capacity and improve instructional practice driven by standards-aligned content.		
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Coaching plans/cycle</p> <p><input type="checkbox"/> Content-specific teacher data</p> <p><input type="checkbox"/> Example of meeting agendas demonstrating teacher/AP leadership</p> <p><input type="checkbox"/> Individual professional learning plans</p> <p><input type="checkbox"/> One-on-one coaching support</p> <p><input type="checkbox"/> Supporting/providing training or professional learning around leadership/mentorship practices</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 7: Building Leadership Expertise</p> <p>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. School principals:</p>			
<p>b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Example of meeting agendas demonstrating teacher/AP leadership</p> <p><input type="checkbox"/> Individual professional learning plans</p> <p><input type="checkbox"/> Letters of recommendation for leadership programs and roles</p> <p><input type="checkbox"/> Mentoring and induction plans/program</p> <p><input type="checkbox"/> One-on-one coaching support</p> <p><input type="checkbox"/> School teacher mentor opportunities</p> <p><input type="checkbox"/> Succession management plan</p> <p><input type="checkbox"/> Supporting/providing training or professional learning around leadership/mentorship practices</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 7: Building Leadership Expertise</p> <p>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. School principals:</p>

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop capacity by delegating tasks to other school leaders and holding them accountable.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Coaching plans/cycle
- ☐ Example of meeting agendas demonstrating teacher/AP leadership
- ☐ Letters of recommendation for leadership programs and roles
- ☐ Mentoring and induction plans/program
- ☐ One-on-one coaching support
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 7: Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. **School principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Plan for and manage staff turnover and succession, provide opportunities for effective induction and mentoring of school personnel.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ One-on-one coaching support
- ☐ School teacher mentor opportunities
- ☐ Succession management plan
- ☐ Teacher attrition data
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of

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all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Understand, value, and employ the community's cultural, social, and intellectual context and resources.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Agendas and minutes from parent/student organization meetings
- ☐ Communication and stakeholder engagement plans
- ☐ Communication examples (e.g., newsletters, social media, emails)
- ☐ Evidence of partnerships with local businesses or service organizations
- ☐ Participation in community events (e.g., local festival, celebrations)
- ☐ School climate survey
- ☐ School event calendar
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Agendas and minutes from parent/student organization meetings
- ☐ Communication and stakeholder engagement plans
- ☐ Communication examples (e.g., newsletters, social media, emails)
- ☐ Evidence of partnerships with local businesses or service organizations
- ☐ School climate survey
- ☐ School event calendar
- ☐ Other: _____

School Administrator Evaluation System

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Agendas and minutes from parent/student organization meetings
- ☐ Communication and stakeholder engagement plans
- ☐ Communication examples (e.g., newsletters, social media, emails)
- ☐ Evidence of partnerships with local businesses or service organizations
- ☐ Participation in community events (e.g., local festival, celebrations)
- ☐ School climate survey
- ☐ School event calendar
- ☐ Other: _____

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

School Administrator Evaluation System

Sample Evidence Sources:

- ☐ Agendas and minutes from parent/student organization meetings
- ☐ Communication and stakeholder engagement plans
- ☐ Communication examples (e.g., newsletters, social media, emails)
- ☐ Participation in community events (e.g., local festival, celebrations)
- ☐ Recognition events for all stakeholders
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	f. appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Agendas and minutes from parent/student organization meetings
- ☐ Communication examples (e.g., newsletters, social media, emails)
- ☐ Recognition events for all stakeholders
- ☐ School climate survey
- ☐ School event calendar
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

School Administrator Evaluation System

Florida Educational Leadership Standards (FELS) Conference Summary / Proficiency Status Update- Short Form Assistant Principal

Leader:

Supervisor:

This form summarizes feedback about proficiency on the descriptors and standards marked below based on consideration of evidence encountered during this timeframe (date): _____

Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. **All school administrators:**

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

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

a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1011.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **Assistant principals:**

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

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

School Administrator Evaluation System

<p>a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic development of all students;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>d. Assist and support the development and implementation of systems to achieve the vision and mission of the school- reflecting and adjusting when applicable; and</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>e. Recognize individuals for contributions toward the school vision and mission.</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **Assistant principals:**

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

<p>a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>c. Organize time, task, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>

School Administrator Evaluation System

d.	Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning; <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>
e.	Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders; <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>
f.	Inform the school community of current, local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults; <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>
g.	Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation; <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>
h.	Develop and maintain effective relationships with the district office and governing board; <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>
i.	Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe; <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>
j.	Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.; <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>
k.	Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>
l.	Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. <div style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</div>

Standard 4: Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. **Assistant principals:**

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

School Administrator Evaluation System

<p>a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>

Standard 5: Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. **Assistant principals:**

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

<p>a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>

School Administrator Evaluation System

<p>c. Deliver timely, actionable, and ongoing feedback about instructional practice driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills, and;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>

<p>Standard 6: Recruitment and Professional Learning Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p> <p>Scale Evidence: <i>(choose one) Where there is sufficient evidence to rate current proficiency on a descriptor, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i></p>
<p>a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>d. Collaborate with the school principal and content or grade level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>e. Collaborate with the school principal to develop the school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>
<p>f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>

School Administrator Evaluation System

- g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement;

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

- h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

- i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 7: Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. **Assistant principals:**

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

- a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

- c. Develop capacity in teacher leaders and hold them accountable; and

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

- d. Plan for and provide opportunities for mentoring new personnel.

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

School Administrator Evaluation System

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

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

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

School Administrator Evaluation System

Florida Educational Leadership Standards (FELS) Rubrics for Assistant Principal Descriptors

The following rubrics are provided for each of the descriptors associated with the FELS Standards to assist both the supervisor and the school-based administrator in properly understanding and assessing each descriptor.

Standard 1: Professional and Ethical Norms Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:			
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1011.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1011.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Documented system for addressing ethical conduct issues <input type="checkbox"/> Evidence of attending professional learning on ethics <input type="checkbox"/> Examples of coaching to address potential problematic behavior <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Parental rights documents, individual education plan (IEP) communications <input type="checkbox"/> School climate surveys <input type="checkbox"/> Student and faculty handbook <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <div style="text-align: center;"> <input type="radio"/> Highly Effective <input type="radio"/> Effective <input type="radio"/> Needs Improvement / Developing <input type="radio"/> Unsatisfactory </div>			

School Administrator Evaluation System

Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. **All school administrators:**

- b.** Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

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

Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. **All school administrators:**

- c.** Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

School Administrator Evaluation System

Sample Evidence Sources:

- ☐ Examples of coaching to address potentially problematic behaviors
- ☐ Examples of impartial distribution of resources
- ☐ Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
- ☐ Meeting agendas
- ☐ Parental rights documents, individualized education plan (IEP) communications
- ☐ School climate surveys
- ☐ Other: _____

Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. **All school administrators:**

- d.** Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

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

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **Assistant principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
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School Administrator Evaluation System

Can serve as a model or teach others (evidence shows going above and beyond consistently).	Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Posted mission, vision, and core values <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory			

Standard 2: Vision and Mission Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:			
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Communication of priorities and initiatives with all stakeholders <input type="checkbox"/> Master schedule <input type="checkbox"/> Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes <input type="checkbox"/> Posted mission, vision, and core values <input type="checkbox"/> Other: _____			

Standard 2: Vision and Mission Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:	
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic development of all students.	

School Administrator Evaluation System

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic development of all students.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Academic achievement including progress monitoring data</p> <p><input type="checkbox"/> Communication of priorities and initiatives with all stakeholders</p> <p><input type="checkbox"/> Instructional assignments</p> <p><input type="checkbox"/> Master schedule</p> <p><input type="checkbox"/> Meeting agenda and minutes demonstrating stakeholder attendance, discussion, and outcomes</p> <p><input type="checkbox"/> Posted mission, vision, and core values.</p> <p><input type="checkbox"/> Other: _____</p>			

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **Assistant principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Assist and support the development and implementation of systems to achieve the vision and mission of the school- reflecting and adjusting when applicable.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Academic achievement including progress monitoring data</p> <p><input type="checkbox"/> Communication of priorities and initiatives with all stakeholders</p> <p><input type="checkbox"/> Instructional assignments</p> <p><input type="checkbox"/> Master schedule</p> <p><input type="checkbox"/> School climate surveys</p> <p><input type="checkbox"/> Other: _____</p>			

Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. **Assistant principals:**

School Administrator Evaluation System

e. Recognize individuals for contributions toward the school vision and mission.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Recognize individuals for contributions toward the school vision and mission.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Appreciation week(s) plans for all staff <input type="checkbox"/> School climate surveys <input type="checkbox"/> Systems of recognition aligned to mission, vision, and core values <input type="checkbox"/> Updates and recognition provided during parent/student organization meetings and events <input type="checkbox"/> Other: _____			

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:			
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> School audit findings <input type="checkbox"/> School financial information <input type="checkbox"/> School improvement plan <input type="checkbox"/> School protocols for accessing resources <input type="checkbox"/> Spending plans <input type="checkbox"/> Year-to-date budget <input type="checkbox"/> Other: _____			

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:			
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.			

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Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Coaching cycle documentation <input type="checkbox"/> Lesson plans and observation data <input type="checkbox"/> Master schedule <input type="checkbox"/> School improvement plan <input type="checkbox"/> Other: _____			

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:			
c. Organize time, task, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Organize time, task, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Annual event/meeting calendar <input type="checkbox"/> Coaching cycle documentation <input type="checkbox"/> Master schedule <input type="checkbox"/> School improvement plan <input type="checkbox"/> School protocols for accessing resources <input type="checkbox"/> Other: _____			

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:			
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include			

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safety, climate, and student learning.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual event/meeting calendar <input type="checkbox"/> Chronic absenteeism data <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Evidence from Office of Safe Schools visits <input type="checkbox"/> Master schedule <input type="checkbox"/> School audit findings <input type="checkbox"/> School climate surveys <input type="checkbox"/> School discipline and suspension data <input type="checkbox"/> School Environmental Safety Incident Reporting (SESIR) data <input type="checkbox"/> School financial information <input type="checkbox"/> School improvement plan <input type="checkbox"/> School protocols for accessing resources <input type="checkbox"/> School safety plan <input type="checkbox"/> Spending plans <input type="checkbox"/> Year-to-date budget <input type="checkbox"/> Other: _____ 			

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:			
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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Sample Evidence Sources:

- ☐ Communication with stakeholders
- ☐ School climate surveys
- ☐ School improvement plan
- ☐ Other: _____

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **Assistant principals:**

- f. Inform the school community of current, local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Inform the school community of current, local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Communication with stakeholders
- ☐ Evidence from Office of Safe schools visits
- ☐ Meeting agendas with deliverables and action plans
- ☐ School climate surveys
- ☐ School Environmental Safety Incident Reporting (SESIR) data
- ☐ School safety plan
- ☐ Other: _____

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **Assistant principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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Sample Evidence Sources: <input type="checkbox"/> School improvement plan <input type="checkbox"/> Other: _____
Scale Level (Choose one): () Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:			
h. Develop and maintain effective relationships with the district office and governing board.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop and maintain effective relationships with the district office and governing board.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Board presentations made by the assistant principal <input type="checkbox"/> Communications between the assistant principal and district office or governing board <input type="checkbox"/> District participation in building events <input type="checkbox"/> Other: _____			

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:			
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Emergency drill documentation <input type="checkbox"/> Evidence from Office of Safe Schools visits <input type="checkbox"/> School Environmental Safety Incident Reporting			

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- ☐ School improvement plan
☐ School safety plan
☐ Other: _____

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **Assistant principals:**

- j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

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

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **Assistant principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Communications with stakeholders

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- ☐ Evidence from Office of Safe Schools visits
- ☐ Meeting agendas with deliverables and action plans
- ☐ School climate surveys
- ☐ School Environmental Safety Incident Reporting (SESIR) data
- ☐ School safety plan
- ☐ Other: _____

Standard 3: School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. **Assistant principals:**

- I. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Chronic absenteeism data
- ☐ Intervention and enrichment plans
- ☐ Meeting agendas with deliverables and action plans
- ☐ School discipline and suspension data
- ☐ School improvement plan
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 4: Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. **Assistant principals:**

- a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Assist with the implementation and monitoring of systems and structures that enable instructional personnel to	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

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	promote high expectations for the academic growth and well-being of all students.		
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)</p> <p><input type="checkbox"/> School climate surveys</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> Student achievement data</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 4: Student Learning and Continuous School Improvement</p> <p>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</p>			
<p>b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Analyses of student data</p> <p><input type="checkbox"/> Curriculum alignment maps</p> <p><input type="checkbox"/> Data chats/reflections</p> <p><input type="checkbox"/> Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)</p> <p><input type="checkbox"/> Master schedule</p> <p><input type="checkbox"/> Multi-tiered system of supports (MTSS)/response to intervention (Rtl) plan</p> <p><input type="checkbox"/> Progress monitoring data tool(s)</p> <p><input type="checkbox"/> School improvement plan</p> <p><input type="checkbox"/> Student academic improvement plans</p> <p><input type="checkbox"/> Student achievement data</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 4: Student Learning and Continuous School Improvement</p> <p>Effective educational leaders enable continuous improvement to promote the academic success and well-being</p>
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of all students. Assistant principals:			
c. Collaborate with the teachers and the school leadership team to create an evidence-based integration, acceleration, and enrichment plan focused on learning;			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the teachers and the school leadership team to create an evidence-based integration, acceleration, and enrichment plan focused on learning;	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Analyses of student data <input type="checkbox"/> Collaborative planning schedule and outcomes <input type="checkbox"/> Curriculum alignment maps <input type="checkbox"/> Documentation of process for creating the school improvement plan (e.g., timelines, data, team members) <input type="checkbox"/> Master schedule <input type="checkbox"/> Multi-tiered system of supports (MTSS)/response to intervention (Rtl) plan <input type="checkbox"/> Professional learning and/or coaching for instructional leaders and teachers <input type="checkbox"/> School improvement plan <input type="checkbox"/> Student achievement data <input type="checkbox"/> Training opportunities in data analysis <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <div style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory </div>			

Standard 4: Student Learning and Continuous School Improvement Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:			
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Analyses of student data <input type="checkbox"/> Classroom walkthrough notes <input type="checkbox"/> Collaborative planning schedule and outcomes <input type="checkbox"/> Data chats/reflections			

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- ☐ Multi-tiered system of supports (MTSS)/response to intervention (Rtl) plan
- ☐ Progress monitoring data tool(s)
- ☐ School improvement plan
- ☐ Student achievement data
- ☐ Written feedback to teachers
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 4: Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. **Assistant principals:**

- e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Analyses of student data
- ☐ Collaborative planning schedule and outcomes
- ☐ Data chats/reflections
- ☐ Multi-tiered system of supports (MTSS)/response to intervention (Rtl) plan
- ☐ Professional learning and/or coaching for instructional leaders and teachers
- ☐ Progress monitoring data tool(s)
- ☐ School improvement plan
- ☐ Student achievement data
- ☐ Training opportunities in data analysis
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 4: Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. **Assistant principals:**

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

Highly Effective	Effective	Needs Improvement/	Unsatisfactory
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		Developing	
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Support and openly communicate the need for, process for, and outcomes of improvement efforts.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Analyses of student data</p> <p><input type="checkbox"/> Communications</p> <p><input type="checkbox"/> School climate surveys</p> <p><input type="checkbox"/> Others: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 4: Student Learning and Continuous School Improvement</p> <p>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</p>			
<p>g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Classroom walkthrough notes</p> <p><input type="checkbox"/> Data chats/reflections</p> <p><input type="checkbox"/> Instructional practice observation data</p> <p><input type="checkbox"/> Posted written feedback to teachers</p> <p><input type="checkbox"/> Professional learning and/or coaching for instructional leaders and teachers</p> <p><input type="checkbox"/> Teacher evaluations</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 5: Learning Environment</p> <p>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</p>			
<p>a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment.</p>			

School Administrator Evaluation System

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> School climate surveys <input type="checkbox"/> School counselors providing classroom lessons on well-being <input type="checkbox"/> Schoolwide processes and procedures <input type="checkbox"/> Student and faculty handbook <input type="checkbox"/> The work of professional learning communities <input type="checkbox"/> Other: _____			
Scale Level (Choose one): () Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory			

Standard 5: Learning Environment Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:			
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Analyses of student data, including student discipline data <input type="checkbox"/> School climate surveys <input type="checkbox"/> School counselors providing classroom lessons on well-being <input type="checkbox"/> Schoolwide processes and procedures <input type="checkbox"/> Student and faculty handbook <input type="checkbox"/> The work of professional learning communities <input type="checkbox"/> Other: _____			
Scale Level (Choose one): () Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory			

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Standard 5: Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. **Assistant principals:**

- c. Deliver timely, actionable, and ongoing feedback about instructional practice driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Deliver timely, actionable, and ongoing feedback about instructional practice driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Analyses of student data, including student discipline data
- ☐ Coaching plans/cycles
- ☐ Data chats/reflections
- ☐ School climate surveys
- ☐ Schoolwide processes and procedures
- ☐ Student progress monitoring data
- ☐ The work of professional learning communities
- ☐ Walkthrough notes
- ☐ Written feedback to teachers
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 5: Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. **Assistant principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Analyses of student data, including student discipline data
- ☐ Coaching plans/cycles

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- ☐ Data chats/reflections
- ☐ School climate surveys
- ☐ School counselors providing classroom lessons on well-being
- ☐ Schoolwide processes and procedures
- ☐ Student progress monitoring data
- ☐ The work of professional learning communities
- ☐ Training opportunities in data analysis
- ☐ Walkthrough notes
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **Assistant principals:**

- a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Exit survey data
- ☐ Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
- ☐ Retention rates
- ☐ Staff turnover data
- ☐ Teacher climate data
- ☐ Vacancy rates
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **Assistant principals:**

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b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Individual professional learning plans <input type="checkbox"/> Master schedule <input type="checkbox"/> Teacher climate data <input type="checkbox"/> Other: _____			
Scale Level (Choose one): () Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory			

Standard 6: Recruitment and Professional Learning Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:			
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Classroom walkthrough notes <input type="checkbox"/> Communication/feedback for assistant principal(s)/teachers <input type="checkbox"/> Content-specific teacher data			

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- ☐ Data-driven professional learning opportunities
- ☐ Individual professional learning plans
- ☐ Student data (e.g., achievement, MTSS, Rtl, discipline, attendance)
- ☐ Teacher evaluation data
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **Assistant principals:**

- d. Collaborate with the school principal and content or grade level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal and content or grade level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Collaborative planning schedule and outcomes
- ☐ Data-driven professional learning opportunities
- ☐ Student data (e.g., achievement, MTSS, Rtl, discipline, attendance)
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **Assistant principals:**

- e. Collaborate with the school principal to develop the school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
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School Administrator Evaluation System

		Developing	
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to develop the school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Content-specific teacher data
- ☐ Data-driven professional learning opportunities
- ☐ Individual professional learning plans
- ☐ Other: _____

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **Assistant principals:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Collaborative planning schedule and outcomes
- ☐ Documentation of personal attendance/participation in professional learning/continuing education
- ☐ Other: _____

Scale Level (Choose one):

() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory

School Administrator Evaluation System

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **Assistant principals:**

- g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Classroom walkthrough notes
☐ Communication/feedback for assistant principal(s)/teachers
☐ Content-specific teacher data
☐ Teacher evaluation data
☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **Assistant principals:**

- h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

School Administrator Evaluation System

Sample Evidence Sources:

- ☐ Collaborative planning schedule and outcomes
- ☐ Communication/feedback for assistant principal(s)/teachers
- ☐ Master schedule
- ☐ School budget
- ☐ Student data (e.g., achievement, MTSS, Rtl, discipline, attendance)
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 6: Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. **Assistant principals:**

- i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

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

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 7: Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. **Assistant principals:**

School Administrator Evaluation System

a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Coaching plans/cycles <input type="checkbox"/> Content-specific teacher data <input type="checkbox"/> Example of meeting agendas demonstrating teacher/assistant principal leadership <input type="checkbox"/> Individual professional learning plans <input type="checkbox"/> One-on-one coaching support <input type="checkbox"/> Supporting/providing training or professional learning around leadership/mentorship practices <input type="checkbox"/> Other: _____			
Scale Level (Choose one): <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement / Developing <input type="checkbox"/> Unsatisfactory			

Standard 7: Building Leadership Expertise Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:			
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
Sample Evidence Sources: <input type="checkbox"/> Example of meeting agendas demonstrating teacher/assistant principal leadership <input type="checkbox"/> Individual professional learning plans <input type="checkbox"/> Mentoring program <input type="checkbox"/> One-on-one coaching support <input type="checkbox"/> School teacher mentor opportunities <input type="checkbox"/> Supporting/providing training or professional learning around leadership/mentorship practices <input type="checkbox"/> Other: _____			

School Administrator Evaluation System

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 7: Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. **Assistant principals:**

c. Develop capacity in teacher leaders and hold them accountable.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Develop capacity in teacher leaders and hold them accountable.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Coaching plans/cycles
- ☐ Example of meeting agendas demonstrating teacher/assistant principal leadership
- ☐ Mentoring program
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 7: Building Leadership Expertise

Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. **Assistant principals:**

d. Plan for and provide opportunities for mentoring new personnel.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Plan for and provide opportunities for mentoring new personnel.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ One-on-one coaching support
- ☐ School teacher mentor opportunities
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

School Administrator Evaluation System

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Understand, value, and employ the community's cultural, social, and intellectual context and resources.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Agendas and minutes from parent/student organization meetings
- ☐ Communication and stakeholder engagement plans
- ☐ Communication examples (e.g., newsletters, social media, emails)
- ☐ Evidence of partnerships with local businesses or service organizations
- ☐ Participation in community events (e.g., local festivals, celebrations)
- ☐ School climate surveys
- ☐ School event calendar
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

School Administrator Evaluation System

Sample Evidence Sources:

- ☐ Agendas and minutes from parent/student organization meetings
- ☐ Communication and stakeholder engagement plans
- ☐ Communication examples (e.g., newsletters, social media, emails)
- ☐ Evidence of partnerships with local businesses or service organizations
- ☐ School climate surveys
- ☐ School event calendar
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.

Sample Evidence Sources:

- ☐ Agendas and minutes from parent/student organization meetings
- ☐ Communication and stakeholder engagement plans
- ☐ Communication examples (e.g., newsletters, social media, emails)
- ☐ Evidence of partnerships with local businesses or service organizations
- ☐ Participation in community events (e.g., local festivals, celebrations)
- ☐ School climate surveys
- ☐ School event calendar
- ☐ Other: _____

Scale Level (Choose one):

☐ Highly Effective ☐ Effective ☐ Needs Improvement / Developing ☐ Unsatisfactory

Standard 8: Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. **All school administrators:**

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

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
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School Administrator Evaluation System

Can serve as a model or teach others (evidence shows going above and beyond consistently).	Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Agendas and minutes from parent/student organization meetings</p> <p><input type="checkbox"/> Communication and stakeholder engagement plans</p> <p><input type="checkbox"/> Communication examples (e.g., newsletters, social media, emails)</p> <p><input type="checkbox"/> Participation in community events (e.g., local festivals, celebrations)</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

<p>Standard 8: Meaningful Parent, Family, and Community Engagement</p> <p>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</p>			
<p>e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.</p>			
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Can serve as a model or teach others (evidence shows going above and beyond consistently).	f. appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Inconsistently applies the descriptor, all needs of students or faculty are not met.	Fails or rarely meets descriptor.
<p>Sample Evidence Sources:</p> <p><input type="checkbox"/> Agendas and minutes from parent/student organization meetings</p> <p><input type="checkbox"/> Communication examples (e.g., newsletters, social media, emails)</p> <p><input type="checkbox"/> Recognition events for all stakeholders</p> <p><input type="checkbox"/> School climate surveys</p> <p><input type="checkbox"/> School event calendar</p> <p><input type="checkbox"/> Other: _____</p>			
<p>Scale Level (Choose one):</p> <p style="text-align: center;">() Highly Effective () Effective () Needs Improvement / Developing () Unsatisfactory</p>			

Appendix C – Student Performance Measures

In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.

FOR PRINCIPALS

15% of the 40%:

The statewide assessment school 3-year aggregate VAM results for reading and math will be used to determine 15% of 40% of student performance ratings for school administrators. An administrator's student growth score will only come from the students in which the administrator is responsible. If less than the three most recent years of data are available, the years for which data are available will be used. The rating is as shown in the table:

School VAM	Performance of Students Score
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

And 15% of the 40%:

School Grades as determined by the state of Florida will be used to decide 15% of the 40% of student performance ratings for school administrators. The rating is as shown in the table:

School Grade	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

And 10% of the 40%:

The Federal Percent of Points Index will be used to determine 10% of the 40% of the student performance ratings for school administrators. The rating is as shown in the table:

Number of Subgroups Scoring Below 40%	Rating	Performance of Students Score
0	Highly Effective	4
1	Effective	3
2	Needs Improvement	2
3 or more	Unsatisfactory	1

School Administrator Evaluation System

FOR THE ASSISTANT PRINCIPAL AT LAFAYETTE ELEMENTARY SCHOOL:

20% of the 40%:

The statewide assessment school 3-year aggregate VAM results for reading and math will be used to determine 15% of 40% of student performance ratings for school administrators. An administrator's student growth score will only come from the students in which the administrator is responsible. . If less than the three most recent years of data are available, the years for which data are available will be used. The rating is as shown in the table:

School VAM	Performance of Students Score
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

And 20% of the 40%:

School Grades as determined by the state of Florida will be used to decide 15% of the 40% of student performance ratings for school administrators. The rating is as shown in the table:

School Grade	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

FOR THE ASSISTANT PRINCIPAL AT LAFAYETTE HIGH SCHOOL (ALSO DISTRICT CTE COORDINATOR):

15% of the 40%:

The statewide assessment school 3-year aggregate VAM results for reading and math will be used to determine 15% of 40% of student performance ratings for school administrators. An administrator's student growth score will only come from the students in which the administrator is responsible. . If less than the three most recent years of data are available, the years for which data are available will be used. The rating is as shown in the table:

School VAM	Performance of Students Score
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

School Administrator Evaluation System

And 15% of the 40%:

School Grades as determined by the state of Florida will be used to decide 15% of the 40% of student performance ratings for school administrators. The rating is as shown in the table:

School Grade	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

And 10% of the 40%:

The LHS Assistant Principal also serves as the district CTE Coordinator. The performance of students score will include the school's proficiency score for the College and Career Acceleration component of the school grade. The rating is as shown in the table:

College and Career Acceleration Percent	Rating	Performance of Students Score
85% and above	Highly Effective	4
84-80%	Effective	3
79-75%	Needs Improvement	2
74% and below	Unsatisfactory	1

The Performance of Students score will be multiplied by 4 (40%) and be entered into the Annual Appraisal Evaluation Instrument to be calculated into the summative rating

Appendix D – Summative Evaluation Forms

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

**Lafayette County School District
PRINCIPAL SUMMATIVE EVALUATION FORM**

Name: _____
Position: _____
School: _____ **School Year:** _____
Evaluator: _____ **District:** _____
Evaluator's Title: _____ **Date Completed:** _____

Section A: Calculation Other Indicator of Performance Score (20%)

- Step 1: Administrator and supervisor review the agreed upon indicators and compare it to the Rubric for the Individual Professional Learning Plan
- Step 2: Determine the performance level by basing it on the indicators in the rubric (Table 1). This is the Other Indicator of Performance raw score. Circle rating in Table 1.

Other Indicators of Performance Level: IPLP Rubric (Table 1)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
Highly Effective - 4	Effective - 3	Needs Improvement - 2	Unsatisfactory - 1

Section B: Calculation of Instructional Leadership Score (40%)

- Step 1: Find the overall standard score for each Florida Educational Leadership Standard by finding the average of the points earned for each of the standard descriptors in Table 2.
- Step 2: Add all of the points for each leadership standard together and divided by 8. This is the raw score for the Instructional Leadership Score

Instructional Leadership Score (Table 2)

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	Standard 6 Score	Standard 7 Score	Standard 8 Score
Total Points earned for Standard Score 1-8: _____ divided by 8 = _____							
3.00-2.60		2.59-1.90		1.89-1.50		1.49-0.00	
• <input type="checkbox"/> Highly Effective		• <input type="checkbox"/> Effective		• <input type="checkbox"/> Needs Improvement • <input type="checkbox"/> Developing		• <input type="checkbox"/> Unsatisfactory	
____ points		____ points		____ points		____ points	

Section C: Calculation of Performance of Students for PRINCIPALS (40%)

Statewide Assessment School 3-Year Aggregate VAM (15%)

- Step 1: Calculate the State Assessment School 3-Year Aggregate VAM Score for Reading and Math by adding the years of data available and dividing it by the number of years of data (Table 3).
- Step 2: Add the Reading and Math VAM averages together and divide by 2. This is the raw score for the State Assessment School 3-Year Aggregate VAM Score.

Statewide Assessment School 3-Year Aggregate VAM (Table 3)

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Reading				
Math				
Reading Avg. + Math Avg. divided by 2 = Raw Score				Raw Score

School Grade (15%)

- Step 3: Determine the student performance rating for the School Grade earned that school year (Table 4). This is the raw School Grade score _____.

School Grade (Table 4)	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

School Administrator Evaluation System

Federal Index Percent of Points (10%)

- Step 4: Determine the student sub-group performance rating for the Federal Index Percent of Points (Table 5). This is the raw Federal Index Percent of Points score _____.

Number of Subgroups Scoring Below 40% (Table 5)	Rating	Performance of Students Score
0	Highly Effective	4
1	Effective	3
2	Needs Improvement	2
3 or more	Unsatisfactory	1

Step 5: Calculate the weighted scores for each component of the Performance of Students score (Table 6).

Step 6: Add together the weighted scores and divide by 4. This is the overall raw score for Performance of Students.

Overall Performance of Students (Table 6)	Raw Score	Weight	
State Assessment School 3-Year Aggregate VAM Score		x 1.5 =	
School Grade		x 1.5 =	
Federal Index Percent of Points		x 1 =	
Add together weighted scores and divide by 4			Performance of Students Raw Score

Step 7: Circle Rating for Performance of Students (Table 7)

Performance of Students (Table 7)	Rating
4.00-3.25	Highly Effective
3.24-2.25	Effective
2.24-1.25	Needs Improvement
1.24-0	Unsatisfactory

Section D: Summative Rating Calculation

- Step 1: The raw Other Indicators of Performance score _____ X 2 = _____
- Step 2: The raw Instructional Leadership score _____ X 4 = _____
- Step 3: The raw Performance of Students score _____ X 4 = _____
- Step 4: Total Weighted Other Indicators of Performance score + Total Weighted Instructional Leadership score + Total Weighted Performance of Students score / 10 = Final Summative Score

Total _____ / 10 = _____

Summative Annual Evaluation Rating	Summative Annual Evaluation Score
Highly Effective	4.00-3.25
Effective	3.24-2.25
Needs Improvement	2.24-1.25
Unsatisfactory	1.24-0

Evaluator's Signature

Date

Principal's Signature

Date

Comments:

School Administrator Evaluation System

Lafayette County School District ASSISTANT PRINCIPAL SUMMATIVE EVALUATION FORM

Name: _____
Position: _____
School: _____ School Year: _____
Evaluator: _____ District: _____
Evaluator's Title: _____ Date Completed: _____

Section A: Calculation Other Indicator of Performance Score (20%)

- Step 1: Administrator and supervisor review the agreed upon indicators and compare it to the Rubric for the Individual Professional Learning Plan
- Step 2: Determine the performance level by basing it on the indicators in the rubric (Table 1). This is the Other Indicator of Performance raw score. Circle rating in Table 1.

Other Indicators of Performance Level: IPLP Rubric (Table 1)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
Highly Effective - 4	Effective - 3	Needs Improvement - 2	Unsatisfactory - 1

Section B: Calculation of Instructional Leadership Score (40%)

- Step 1: Find the overall standard score for each Florida Educational Leadership Standard by finding the average of the points earned for each of the standard descriptors in Table 2.
- Step 2: Add all of the points for each leadership standard together and divided by 8. This is the raw score for the Instructional Leadership Score

Instructional Leadership Score (Table 2)

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score	Standard 6 Score	Standard 7 Score	Standard 8 Score
Total Points earned for Standard Score 1-8: _____ divided by 8 = _____							
3.00-2.60		2.59-1.90		1.89-1.50		1.49-0.00	
• <input type="checkbox"/> Highly Effective		• <input type="checkbox"/> Effective		• <input type="checkbox"/> Needs Improvement • <input type="checkbox"/> Developing		• <input type="checkbox"/> Unsatisfactory	
_____ points		_____ points		_____ points		_____ points	

Section C: Calculation of Performance of Students for ASSISTANT PRINCIPALS (40%)

LAFAYETTE ELEMENTARY SCHOOL ASSISTANT PRINCIPAL (LES AP)

Statewide Assessment School 3-Year Aggregate VAM (20%)

- Step 1: Calculate the State Assessment School 3-Year Aggregate VAM Score for Reading and Math by adding the years of data available and dividing it by the number of years of data (Table 3).
- Step 2: Add the Reading and Math VAM averages together and divide by 2. This is the raw score for the State Assessment School 3-Year Aggregate VAM Score.

Statewide Assessment School 3-Year Aggregate VAM (Table 3)

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Reading				
Math				
Reading Avg. + Math Avg. divided by 2 = Raw Score				Raw Score

School Grades (20%)

- Step 3: Determine the student performance rating for the School Grade earned that school year (Table 4). This is the raw School Grade score. (Circle.)

School Grade (Table 4)	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

School Administrator Evaluation System

Step 4: Calculate the weighted scores for each component of the Performance of Students score (Table 5).

Step 5: Add together the weighted scores and divide by 4. This is the overall raw score for Performance of Students.

Overall Performance of Students for LES AP (Table 5)	Raw Score	Weight
State Assessment School 3-Year Aggregate VAM Score		$\times 2 =$
School Grade		$\times 2 =$
Add together weighted scores and divide by 4		Performance of Students Raw Score

Step 6: Circle Rating for Performance of Students (Table 6)

Performance of Students (Table 6)	Rating
4.00-3.25	Highly Effective
3.24-2.25	Effective
2.24-1.25	Needs Improvement
1.24-0	Unsatisfactory

LAFAYETTE HIGH SCHOOL ASSISTANT PRINCIPAL (also district CTE Coordinator) (LHS AP)

Statewide Assessment School 3-Year Aggregate VAM (15%)

- Step 1: Calculate the State Assessment School 3-Year Aggregate VAM Score for Reading and Math by adding the years of data available and dividing it by the number of years of data (Table 3).
- Step 2: Add the Reading and Math VAM averages together and divide by 2. This is the raw score for the State Assessment School 3-Year Aggregate VAM Score.

Statewide Assessment School 3-Year Aggregate VAM (Table 3)

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Reading				
Math				
Reading Avg. + Math Avg. divided by 2 = Raw Score				Raw Score

School Administrator Evaluation System

School Grades (15%)

- Step 3: Determine the student performance rating for the School Grade earned that school year (Table 4). This is the raw School Grade score _____.

School Grade (Table 4)	Rating	Performance of Students Score
A	Highly Effective	4
B	Effective	3
C	Needs Improvement	2
D or F	Unsatisfactory	1

College and Career Acceleration Percent (10%)

- Step 4: Determine the College and Career Acceleration Percent based on the state's College and Career Acceleration proficiency component of the School Grade (Table 6). This rating is the College and Career Acceleration raw score _____.

College and Career Acceleration Percent (Table 6)	Rating	Performance of Students Score
85% and above	Highly Effective	4
84-80%	Effective	3
79-75%	Needs Improvement	2
74% and below	Unsatisfactory	1

To Calculate Overall Performance of Student Raw Score

- Step 5: Calculate the weighted scores for each component of the Performance of Students score (Table 7).
- Step 6: Add together the weighted scores and divide by 4. This is the overall raw score for Performance of Students.

Overall Performance of Students for LHS AP (Table 7)	Raw Score	Weight
State Assessment School 3-Year Aggregate VAM Score		x 1.5 =
School Grade Score		x 1.5 =
College and Career Acceleration Percent Score		x 2 =
Add together weighted scores and divide by 4		Performance of Students Raw Score

School Administrator Evaluation System

Step 7: Circle Rating for Performance of Students (Table 8)

Performance of Students (Table 8)	Rating
4.00-3.25	Highly Effective
3.24-2.25	Effective
2.24-1.25	Needs Improvement
1.24-0	Unsatisfactory

Section D: Summative Rating Calculation

- Step 1: The raw Other Indicators of Performance score _____ X 2 = _____
- Step 2: The raw Instructional Leadership score _____ X 4 = _____
- Step 3: The raw Performance of Students score _____ X 4 = _____
- Step 4: Total Weighted Other Indicators of Performance score + Total Weighted Instructional Leadership score + Total Weighted Performance of Students score / 10 = Final Summative Score

Total _____ / 10 = _____

Summative Annual Evaluation Rating	Summative Annual Evaluation Score
Highly Effective	4.00-3.25
Effective	3.24-2.25
Needs Improvement	2.24-1.25
Unsatisfactory	1.24-0

Evaluator's Signature

Date

Assistant Principal's Signature

Date

Comments: