Jackson County Administrative Evaluation System

Rule 6A-5.030
Form AEST-2015
Effective Date: ______ 2015

Jackson County School District
H. Larry Moore
2017-2018
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Directions:

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

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

**Directions:**

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].

**Performance of students comprises 50% of each school leader and instructional personnel evaluation.** The remaining 50% is based on Leadership Practice (17% Leadership Growth Plan/Deliberate Practice and 33% Leadership Practice Score).

**Scoring for the Marzano School Leadership Evaluation Model**

The Marzano School Leadership Evaluation Model includes three components for Leadership Assessment:

- a. Leadership Practice 1 to 4 score =33%
- b. Leadership Growth Plan/Deliberate Practice 1 to 4 score =17%
- c. Student Growth Data 1 to 4 score =50%

a. The Leadership Practice Rating - an assessment of the leader’s proficiency on the Florida Principal Standards (FPLS). (33% of Professional Practice Score)

- b. Growth Plan/Deliberate Practice (DP) Deep learning and growth on a few very specific aspects of educational leadership. (17% of Professional Practice Score)

- c. The School Value Added Measure rating as provided by the Department of Education or the Student Growth Score based on approved student performance data, where no state VAM is available, is converted to a 1-4 score which is combined with the 1-4 Leadership Practice and Deliberate Practice score for a final rating:

**Student Growth Rubric**

- Highly Effective= 4 points
- Effective= 3 points
- Needs Improvement= 2 points
- Unsatisfactory= 1 points

- For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].

For all administrators, the student performance data will include at least three years when possible, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, the years for which data are available will be used.
For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].

For schools with a state provided value added measure score (VAM), the performance of students’ score will be determined by the school wide value added measure rating as determined and issued by the Florida Department of Education. For schools with no state assessment data or value added measure score, the performance of students’ score will be determined by the student assessment data assigned to teachers of the school-for example the principal of the K-2 school, Golson Elementary, will receive a Student Performance Score based on the data of students performance on the Stanford 10 Assessment, the Early Childhood Center will use the VPK assessment

2. **Instructional Leadership**

**Directions**

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].

50% of the evaluation system for school leaders is based on the Professional Practice which is comprised of two metrics:

a. The Leadership Practice Rating- an assessment of the leader’s proficiency on the Florida Principal Standards (FPLS) and counts toward 33% of the final evaluation rating.

b. Leadership Development Plan/Deliberate Practice (DP) Deep learning and growth on a few very specific aspects of educational leadership. (17%)

The Marzano School Leadership Evaluation describes five domains with 24 elements of school leader behavior that research shows has an impact on raising student achievement and align with the Florida Principal Leadership Standards. The domains and elements are broken down as follows:

- **Domain 1**- A Data-Driven Focus on Student Achievement (5 elements)- 20%
- **Domain 2**- Continuous Improvement of Instruction (5 elements)- 40%
- **Domain 3**- A Guaranteed and Viable Curriculum (3 elements)-20%
- **Domain 4**- Cooperation and Collaboration (5 elements)- 10%
- **Domain 5**- School Climate (6 elements)- 10%

**Rating Rubric:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>&gt;= 3.5</td>
</tr>
<tr>
<td>Effective</td>
<td>&lt;3.5 and &gt;= 2.5</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>&lt;2.5 and &gt;= 1.5</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>&lt;1.5</td>
</tr>
</tbody>
</table>
The Deliberate Practice Score measures progress against specific elements targeted by the leader for personal growth.

### Scoring Example

<table>
<thead>
<tr>
<th>Elements of Focus</th>
<th>Initial</th>
<th>Final</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Element 2</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Element 3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**Average Growth Level:** 1.00

### Deliberate Practice Score Rules

<table>
<thead>
<tr>
<th>Level</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>AGL &gt; 3 or &gt;= Level 4 on all targets</td>
</tr>
<tr>
<td>Effective</td>
<td>AGL &gt; 2 or &gt;= Level 3 on all targets</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>AGL &lt;= 2 or &gt;= Level 2 on all targets</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>AGL = 0 or Level 1 or 0 on all targets</td>
</tr>
</tbody>
</table>

Each leader will receive a 1 to 4 score Leadership Practice Score and a 1-4 Leadership Development Plan (Deliberate Practice) Score which is combined with the Student Data Score 1-4 score for an overall evaluation score.

### Scoring Example

<table>
<thead>
<tr>
<th>Final Score Components</th>
<th>Rating</th>
<th>Weight</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Leadership Practice Score</td>
<td>2.825</td>
<td>33%</td>
<td>.93</td>
</tr>
<tr>
<td>Overall Deliberate Practice Score</td>
<td>3</td>
<td>17%</td>
<td>.51</td>
</tr>
<tr>
<td>Overall Student Growth Score</td>
<td>3</td>
<td>50%</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Final Score:** 2.94

**Final Proficiency Level:** Effective

- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, Jackson County School District shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the District. Florida Statutes Section 1012.34(1) (a).

**What does this mean?**

To accomplish the purpose defined in law, a district evaluation system for school administrator’s must:

1. Be focused on school leadership actions that impact student learning, and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.
The evaluation system adopted by the district is:

- Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation:
This evaluation system is designed to support three processes:

- Self-reflection by the administrator on current proficiencies and growth needs (What am I good at? What can I do better?)
- Feedback from the evaluator and others on what needs improvement.
- An annual summative evaluation that assigns one of the four performance levels required by law i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

What is Evaluated?
Evaluation of school administrators is based on observation and evidence about certain leadership behaviors AND the impact of an administrator’s behavior on others.

The portion of evaluation that involves “impact on others” comes in two components:

1. Student Growth Measures: 50% of a school administrator’s annual evaluation is based on the performance of students in the school on specific state and/or district assessments.
2. The Leadership Practice (LP): This component contributes the remaining 50% of the school administrator’s evaluation. Leadership Practice combines results of the Marzano School Leadership Evaluation and an additional Metric – Deliberate Practice. The LP contribution to the evaluation is based on observations/conversations of the administrator’s actions and the administrator’s impact on the actions and behaviors of others.

Jackson County School District uses the Marzano School Leader Evaluation Framework which is organized into 5 Domains with 24 Elements of school administrator behavior that links contemporary research-based strategies to student achievement.

A summary of the domains and elements are as follows:
Domain 1 – A Data-Driven Focus on Student Achievement (5 elements)
Domain 2 – Continuous Improvement of Instruction (6 elements)
Domain 3 – A guaranteed and Viable Curriculum (4 elements)
Domain 4 – Communication, Cooperation and Collaboration (5 elements)
Domain 5 – School Climate (6 elements)

In addition to the Domains and Elements, Evidences of specific actionable leadership behaviors are identified for each element. The Evidences for each Element are used to assign a scale value on a rubric for each Element – Innovating, Applying, Developing, Beginning and Not Using. Applying is considered the proficient target on each scale (Attachment B) and the administrator is monitoring to determine if the element is having the desired effect. Innovating is exceeding the expectation by using other strategies to ensure the element is having the desired effect with everyone for whom it is intended. Developing is showing that the administrator is using the strategy, however, is not monitoring to see if it is working; while Beginning shows that the
The administrator is trying to use the strategy but has parts missing. Not Using means that the administrator should be using the strategy but is not. The Domains, Elements, and Evidences support the evaluation criteria required by State Statutes and SBE rules.

The research aligned with the district framework is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Marzano’s School Leadership Evaluation Model is designed to correspond to a teacher evaluation framework to maximize impact on raising student achievement. Evaluators can provide better feedback to subordinates when they understand the research framework.

The Marzano School Leadership Evaluation Model is a comprehensive approach to school leadership evaluation. While it can be implemented independently, it is designed to be used in close conjunction with the Marzano Causal Teacher Evaluation Model based on the leading instructional framework, the Art and Science of Teaching. Both models rely on a common language of instruction, building collaboration among teachers, leaders, and central office administrators. A Multi-Dimensional Framework: The Marzano School Leadership Evaluation Model is based on in-depth research and an extensive review of contemporary literature in school administrator leadership. To develop the model, Dr. Marzano and his associates first conducted a survey of the available research on school administrator competence. From this survey, specific school leader actions and behaviors were identified that, historically, have had a relationship with student achievement.

**REFERENCE LIST**

Illustrative reference lists of works associated with this framework are provided below

**MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references**


For all school administrators, a crosswalk from the district’s evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].

- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].

- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

### Alignment to the Florida Principal Leadership Standards (FPLS)

<table>
<thead>
<tr>
<th>Domain/Standard</th>
<th>Evaluation Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Student Achievement:</strong></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Student Learning Results:</strong></td>
<td></td>
</tr>
<tr>
<td>Effective school leaders achieve results on the school’s student learning goals</td>
<td></td>
</tr>
<tr>
<td>a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and,</td>
<td></td>
</tr>
<tr>
<td>Domain I - Element 1 - The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidences:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Learning goals are established based on state and district curriculum and academic standards</em></td>
<td></td>
</tr>
<tr>
<td>Domain I - Element 2 - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidences:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments</em></td>
<td></td>
</tr>
<tr>
<td><em>Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain</em></td>
<td></td>
</tr>
<tr>
<td>Domain I - Element 4 - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidences:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Student learning results are evidenced by the results of student growth and progress on state and district assessments</em></td>
<td></td>
</tr>
<tr>
<td><em>Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)</em></td>
<td></td>
</tr>
<tr>
<td>b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.</td>
<td></td>
</tr>
</tbody>
</table>
2. **Student Learning As a Priority:**

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

**Domain I - Element 2** - The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

**Evidences:**

- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments.
- Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain.

**Domain III - Element 1** - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

**Evidences:**

- Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards.

**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

**Evidences:**

- Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning.
- The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement.

**Domain I - Element 1** - The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

**Evidences:**

- Faculty and staff work as a system focused on student learning.
- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments.

a. Enables faculty and staff to work as a system focused on student learning;
expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

**Evidences:**
*School-wide achievement goals are discussed regularly at faculty and professional learning meetings
*Scales are in place to chart student and school progress towards meeting the curricular standards

**Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

**Evidences:**
*Teachers regularly analyze school growth data for individual students

b. Maintains a school climate that supports student engagement in learning;

d. Generates high expectations for learning growth by all students; and,

**Domain V - Element 3** - The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

**Evidences:**
*Instructional and behavioral routines and procedures are in place to support student engagement in learning
*The school leader maintains a school climate to support student engagement in learning

Highly engaged classroom practices are routine at the school

**Domain V - Element 4** - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

**Evidences:**
*Instructional strategies for highly engaged classrooms are part of the school learning environment

**Domain I - Element 1** - The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

**Evidences:**
*The school leader establishes high expectations for all students to show learning growth
*Learning goals are established as a percentage of students who will score at a proficient or higher
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

| Domain I - Element 1 | The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.  
**Evidences:**  
*Learning goals are established for eliminating the achievement gap for all students*  
*Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction*  
*Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap* |
|---|---|
| Domain I - Element 4 | The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.  
**Evidences:**  
*The school leader analyzes achievement data for student subgroups within the school*  
*When asked, faculty and staff can analyze data of their individual students including all subgroups* |
| Domain IV - Element 3 | The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.  
**Evidences:**  
*Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning*  
*When asked, teachers can explain how PLC’s analyze data to identify appropriate instructional practices for all students* |
### Domain 2: Instructional Leadership

#### 3. Instructional Plan Implementation:

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

- **The Marzano Teacher Evaluation Model is crosswalked with the Florida Educator Accomplished Practices and adopted as the State’s model.**

#### Domain II - Element 1 - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

#### Evidences:
- The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model
- The school-wide common language of instruction is used regularly by faculty in their professional learning communities
- The school-wide common language of instruction is used regularly in faculty and department meetings
- Professional development opportunities are provided for new teachers regarding the school-wide model of instruction
- Professional development opportunities are provided for all teachers regarding the school-wide model of instruction
- New initiatives are prioritized and limited in number to support the instructional model
- The school-wide common language of instruction is used regularly by faculty in their informal conversations
- When asked, teachers can describe the major components of the school-wide model of instruction
- When asked, teachers can explain how strategies in the instructional framework promote learning for the school’s diverse population

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a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;

**Domain I - Element 3** - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

**Evidences:**
*Reports, graphs, and charts are available for analysis of overall student achievement and planning instruction*
*Student achievement is examined from the perspective of value-added results*
*Results from multiple types of assessments are regularly reported and used for planning instruction (e.g. benchmark, common assessments)*
*Reports, graphs, and charts are regularly updated to track growth in student achievement*
*School leadership teams regularly analyze school growth data for instructional planning*
*Data briefings are conducted at faculty meetings*

**Domain I - Element 1** - The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

**Evidences:**
*School-wide achievement goals are discussed regularly at faculty, and Professional Learning meetings*
*School improvement plans and timelines contain specific benchmarks for each goal including individual(s) responsible for the learning goal*

**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

**Evidences:**
*Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school*

**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect...
size instructional strategies and
takes action to ensure teachers are
provided with clear, ongoing
evaluations of their pedagogical
strengths and weaknesses which
are based on multiple sources of
data and are consistent with
student achievement data.

**Evidences:**
*Ongoing data are available to
support that teacher feedback and
evaluations are consistent
with student achievement data*

**Domain II - Element 5** - District-supported state initiatives focused
on student growth are supported
by the school leader with specific
and observable actions including
monitoring of implementation and
measurement of progress toward
initiative goals and professional
learning to improve faculty
capacity to implement the
initiatives and teachers are
provided with job embedded
professional development directly
related to their instructional
growth goals and consistent with
student achievement data.

**Evidences:**
*Data are collected linking the
effectiveness of professional
development to the improvement
of teacher practices*
*Data are available supporting
deliberate practice is improving
teacher performance*

**Domain IV - Element 3** - The
school leader routinely engages
teachers collaboratively in a
structured data-based planning
and problem-solving process in
order to modify instruction and
interventions for accelerated
student progress and to monitor
and evaluate the effect of those
modifications.

**Evidences:**
*The school leader uses PLC’s to
communicate the relationships
among academic standards,
effective instruction and student
performance*

**Domain II - Element 4** - The
school leader ensures the use of
high effect size strategies and
instructional personnel receive
recurring feedback on their
proficiency on using high effect
size instructional strategies and
takes action to ensure teachers are
provided with clear, ongoing
evaluations of their pedagogical
strengths and weaknesses which
are based on multiple sources of
data and are consistent with
student achievement data.

**Evidences:**
*Teacher feedback and evaluation
data on the use of high effect size
strategies are based on multiple
sources of information including,
but not limited to: direct

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c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school, and

<table>
<thead>
<tr>
<th>Domain III - Element 1</th>
<th>The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. Evidences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Curriculum documents are in place that correlate the written curriculum to state and district standards.</em></td>
</tr>
<tr>
<td></td>
<td><em>School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments.</em></td>
</tr>
<tr>
<td></td>
<td><em>When asked, teachers can describe the instructional strategies that have the strongest and weakest relationships to student achievement.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain III - Element 3</th>
<th>The school leader ensures that all students have the opportunity to learn the critical content of the curriculum. Evidences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain III - Element 3</th>
<th>The school leader ensures that the school curriculum and accompanying assessments are aligned to improve student achievement. Evidences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain III - Element 4</th>
<th>The school leader ensures that high effect size teaching strategies are provided with clear, ongoing evaluations that are based on multiple sources of student achievement data. Evidences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement.</em></td>
</tr>
</tbody>
</table>

Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data. The school leader can link teacher evaluation data with student achievement data. When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement.
Evidences:
* All students have access to advanced placement or other rigorous courses
* Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
* All students have a prescribed program of study that documents access to courses
* Data are available to verify student achievement and growth in critical content and standards

Domain III - Element 1 - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Evidences:
* Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards
* Information is available examining the extent to which assessments accurately measure the written and taught curriculums
School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance
* The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor

e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

4. Faculty Development:
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

Domain I - Element 1 - The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Evidences:
* The school improvement goals are focused on student learning and achievement
* School improvement plans with timelines contain specific benchmarks for each learning goal
* School-wide achievement goals are discussed regularly at faculty and professional learning meetings

Domain II - Element 4 - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.
| Evidences: |  
| Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data |
| **Domain II - Element 5** - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data. |
| Evidences: |  
| *Data are collected linking the effectiveness of professional development to the improvement of teacher practice* |
| *Teacher-led professional development is available to teachers regarding their instructional growth goals* |
| *When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals* |
| **Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. |
| Evidences: |  
| *PLCs have written goals for improving instructional practices and student learning* |
| *The school leader regularly examines each data team’s progress toward goals* |
| *The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement* |
| *When asked, teachers can explain how PLC’s analyze data to identify appropriate instructional practices for all students* |

b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

**Evidences:**
* Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
* The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model
* The school leader can describe effective practices and problems of practice using standards based content and the school instructional model
* The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE
* The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning
* The school leader ensures instructional practices are appropriate for the level of text complexity

**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

**Evidences:**
* School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing
* Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data
* Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
* Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
* The school leader can link teacher evaluation data with student achievement data

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c. Employs a faculty with the instructional proficiencies needed for the school population served;

**Domain II - Element 2** - The school leader effectively employs, supports, and retains teachers who
continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

**Evidences:**
* The school leader has demonstrated a track record of employing effective teachers
* The school leader employs teachers with instructional skills to serve the school population
* The school leader has a track record of retaining effective teachers

**Domain I - Element 3** - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

**Evidences:**
* Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction
* Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments)
* School leadership teams regularly analyze school growth data for instructional planning
* When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction

**Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

**Evidences:**
* The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning
* The school leader provides adequate training for the instructional technology teachers are expected to use.

**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between
professional practice and student achievement on those goals.

**Evidences:**

*Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school*

*The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*

*The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*

*The school leader provides teachers feedback on instruction of standards based curriculum*

*The school leader ensures instructional practices are appropriate for the level of text complexity*

**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

**Evidences:**

*Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*

*Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers*

*Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data*

*The school leader can link teacher evaluation data with student achievement data*

**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

**Evidences:**
The school leader regularly examines the PLC’s progress toward goals.

Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning.

Domain II - Element 5 - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

Evidences:
*Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction
*Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals
*Data are available supporting deliberate practice is improving teacher performance

Domain I - Element 5 - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups to help all students meet individual achievement goals.

Evidences:
*The school leader ensures differentiated instruction is a predominant instructional practice
*When asked, students report their teachers provide culturally relevant instruction

Domain IV - Element 1 - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

Evidences:
*Teachers have opportunities to engage in instructional rounds

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.
Teachers have opportunities to view and discuss video-based examples of exemplary teaching
*Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)
*Teachers have opportunities to interact about effective teaching via technology
*Instructional practices are regularly discussed at faculty and department meetings
*Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
*Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching
*Information is available regarding teacher participation in virtual discussions regarding effective teaching

Domain IV - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Evidences:
*PLCs have written goals for improving instructional practices and student learning
*The school leader regularly examines each data team’s progress toward goals
*The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement
*When asked, teachers can explain how PLC’s analyze data to identify appropriate instructional practices for all students

Domain V - Element 5 - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Evidences:
*The school leader appropriately directs the use of technology to improve teaching and learning
*When asked, faculty and staff report projects, with plans and
5. Learning Environment:

<table>
<thead>
<tr>
<th>Domain V - Element 4</th>
<th>The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences:</td>
<td><em>The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements.</em></td>
</tr>
<tr>
<td></td>
<td><em>(When asked) students, parents and community describe the school as safe, respectful and student centered.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain V - Element 2</th>
<th>The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences:</td>
<td><em>(When asked) students, parents and community describe the school as safe, respectful and student centered.</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain V - Element 6</th>
<th>The school leader acknowledges the success of the whole school, as well as individuals within the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences:</td>
<td><em>(When asked) students, parents and community describe the school as safe, respectful and student centered.</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain II - Element 3</th>
<th>The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences:</td>
<td><em>(When asked) students, parents and community describe the school as safe, respectful and student centered.</em></td>
</tr>
</tbody>
</table>

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;

b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
Domain IV - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Evidences:
* Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning

Domain IV - Element 5 - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

Evidences:
* The school leader can explain how the use of input from the school community has resulted in improved functioning of the school
* The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures classroom practices validate and value similarities and differences among students.

Domain V - Element 2 - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

Evidences:
* The school leader actively promotes practices and policies acknowledging the diversity in the school

c. Promotes school and classroom practices that validate and value similarities and differences among students;
Domain V - Element 6 - The school leader acknowledges the success of the whole school, as well as individuals within the school.

**Evidences:**
*The school leader plans for and celebrates the success of the diverse populations in the school*

d. Provides recurring monitoring and feedback on the quality of the learning environment;

Domain V - Element 3 - The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

**Evidences:**
*School leader provides ongoing feedback to teachers regarding the learning environment*
*Continuous feedback is provided teachers regarding the learning environment in the classrooms and the school*

e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and,

Domain IV - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

**Evidences:**
*The school leader implements the Florida Continuous Improvement Model (FCIM)*
*The school leader promotes practices that validate and value similarities and differences among all students and focuses on their successes and well-being*

Domain I - Element 5 - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups to help all students meet individual achievement goals.

**Evidences:**
*The school leader is focused on opportunities for students to continuously improve and be successful*
*The school schedule is designed so that students can receive academic help while in school*
*Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)*
*Response to intervention measures are in place*
*Tutorial and enrichment programs are in place when data support the need for these interventions*
Data are collected and available to monitor student participation in intervention or enrichment programs.

**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

**Evidences:**
* The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
* The school leader actively promotes practices and policies acknowledging the diversity in the school

**Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

**Evidences:**
* The school leader analyzes achievement data for student subgroups within the school
* Teachers regularly analyze school growth data for individual students

**Domain III - Element 3** - The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

**Evidences:**
* The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps
* All students have access to advanced placement or other rigorous courses
* All students have a prescribed program of study that documents access to courses
* The school leader ensures teachers have completed appropriate content area training in their subject area courses

**Domain I - Element 1** - The school leader ensures high student achievement is examined from the perspective of value-added results.

**Evidences:**
* Student achievement is examined from the perspective of value-added results
* School leadership teams regularly analyze school growth data for instructional planning

**Domain I - Element 3** - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

**Evidences:**
* Student achievement is examined from the perspective of value-added results
* School leadership teams regularly analyze school growth data for instructional planning

**Domain I - Element 1** - The school leader ensures high student achievement is examined from the perspective of value-added results.
expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

**Evidences:**
* Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels
* Learning goals are established for eliminating differences in achievement for all subgroups in the school
* Learning goals are established for eliminating the differences in achievement for English language learners
* Learning goals are established for eliminating the differences in achievement for students with disabilities
* Learning goals are established for eliminating the achievement gap for all students
* Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction

### Domain 3: Organizational Leadership

#### 6. Decision Making:

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

<table>
<thead>
<tr>
<th>Domain V - Element 1</th>
<th>The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidences:</td>
</tr>
<tr>
<td></td>
<td><em>The school leader uses facts and data in decision making and prioritizes decisions that impact the priority goals of the school</em></td>
</tr>
<tr>
<td></td>
<td><em>The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities</em></td>
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<td></td>
<td><em>The school leader is uncompromising in regards to raising student achievement</em></td>
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<tr>
<td></td>
<td><em>The school leader effectively communicates those non-negotiable factors that have an impact on student achievement</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Uses critical thinking and problem solving techniques to define problems and identify solutions;</td>
</tr>
<tr>
<td>c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;</td>
</tr>
</tbody>
</table>
continually assesses progress on deliberate practice priorities.

**Evidences:**
*The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed*

**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

**Evidences:**
*The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success*

d. Empowers others and distributes leadership when appropriate; and,

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

**Evidences:**
*Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school*
*The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects*
*The school leadership team has critical roles in facilitating school initiatives*

**Domain IV - Element 4** - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

**Evidences:**
*The school leader effectively identifies potential leaders and guides them in career development*
*The school leader can cite examples of where teacher input has resulted in effective change at the school*
*The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities*
*The school leader encourages faculty to continue their education and assists them with career planning*

**Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

**Evidences:**
*The school leader utilizes electronic tools to collect teacher input data which are used in the*
school’s decision making process for efficiency throughout the school (e.g. online surveys)

**Domain IV - Element 5** - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

**Evidences:**
*The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school*
*The school leader can explain how the use of (virtual) input from the school community has resulted in improved functioning of the school *
*The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community*
*The school leader engages in virtual town hall meetings*

**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

**Evidences:**
*School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face to face conferencing.*

**Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

**Evidences:**
*The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning*
*The school leader provides adequate training for the
### 7. Leadership Development:

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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</table>
| **Domain IV - Element 4** | The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.  
**Evidences:**  
* The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities  
* The school leader effectively identifies potential leaders and guides them in career development  
* The school leader encourages faculty to continue their education and assists them with career planning  
* The school leader models effective leadership practices and mentors emerging leaders  
* The school leader has a record of inspiring others in their practice |
| a. Identifies and cultivates potential and emerging leaders; | |
| **Domain IV - Element 2** | The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.  
**Evidences:**  
* Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school  
* The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects  
* The school leadership team has critical roles in facilitating school initiatives |
| b. Provides evidence of delegation and trust in subordinate leaders; | |
| **Domain IV - Element 4** | The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.  
**Evidences:**  
* Teacher leaders and other faculty are empowered to share in the leadership of the school  
* The school leader encourages faculty to continue their education and assists them with career planning  
* The school leader can cite examples of where teacher input has resulted in effective change at the school  
* When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school  
* When asked, teachers can identify examples of when their input has resulted in effective change at the school |
| c. Plans for succession management in key positions; | |
and cultivates emerging leaders and prepares them for career advancement.

**Evidences:**
* Delegates responsibilities to emerging leaders in preparation for career advancement opportunities
* The school leader effectively identifies potential leaders and guides them in career development
* The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities *
* The school leader demonstrates ongoing mentoring of teacher leaders
* Teacher leaders and other faculty are empowered to share in the leadership of the school

**Domain IV - Element 2:** The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

**Evidences:**
* The school leader enables teacher leaders to proactively initiate, plan, implement, and monitor projects
* The school leadership team has critical roles in facilitating school initiatives

**Domain IV - Element 4:** The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

**Evidences:**
* The school improvement team provides input to the school leader regarding the school improvement plan and its impact on the functioning of the school
* The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities

**Domain IV - Element 5:** The school leader actively develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.
communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

**Evidences:**
* The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment
* The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community
* The school leader engages in virtual town hall meetings
* The school leader conducts focus group meetings with students and parents
* The school leader hosts or speaks at community/business luncheons
* The school leader can explain how the use of input from the school community has resulted in improved functioning of the school
* The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures

Domain V - Element 4 - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

**Evidences:**
* The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media)
* The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning

8. **School Management:**

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

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

Domain V - Element 5 - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

**Evidences:**
* The school leader manages time effectively in order to maximize focus on instruction
The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds).

The school leader appropriately plans, directs the use of technology to improve teaching and learning.

The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses.

b. Establishes appropriate deadlines for him/herself and the entire organization;

domain V - Element 5 - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Evidence:
- The school leader manages and imposes deadlines on self and the organization that effect the operation of the school
- The school leader manages time effectively in order to maximize focus on instruction
- The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning.

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,

domain IV - Element 1 - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

Evidence:
- The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices.
- Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities).
- Teachers have opportunities to view and discuss video-based examples of exemplary teaching.
- Teachers have opportunities to interact about effective teaching via technology.
- Video segments of instructional practices are regularly viewed and
discussed at faculty and department meetings
*Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching
*Information is available regarding teacher participation in virtual discussions regarding effective teaching
*Teachers have opportunities to engage in instructional rounds

Domain IV - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications

Evidence:
*PLCs have written goals for improving instructional practices and student learning
*The school leader regularly examines the PLC’s progress toward goals

Domain IV - Element 2 - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

Evidence:
*Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school
*The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects
*The school leadership team has critical roles in facilitating school initiatives

Domain IV - Element 4 - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

Evidence:
*The school improvement team provides input to the school leader regarding the school improvement plan
*The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities
*The school leader encourages faculty to continue their education and assists them with career planning
*The school leader effectively identifies potential leaders and guides them in career development
*The school leader can cite examples of where teacher input
| Domain V - Element 5 - | The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. **Evidences:**
  *The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning*
  *The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)*
  *The school leader imposes deadlines on self and the organization that effect the operation of the school* |
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<thead>
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<tbody>
<tr>
<td>d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.</td>
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</tr>
<tr>
<td>9. Communication:</td>
<td>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</td>
</tr>
</tbody>
</table>
| Domain IV - Element 2 - | The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:**
  *The school leader provides evidence of actively listening and learning from faculty and staff*
  *Data-gathering techniques are in place to collect information from teachers*
  *The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision making process for efficiency throughout the school (e.g. online surveys)*
  *Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school*
  *Notes and reports are in place that describe how teacher input was used when making specific decisions* |
| a. Actively listens to and learns from students, staff, parents, and community stakeholders; | |
| Domain IV - Element 5 - | The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. **Evidences:**
  *The school leader provides evidence of actively listening and learning from students, parents and community members* |
<table>
<thead>
<tr>
<th><strong>Domain V - Element 6</strong></th>
<th>The school leader acknowledges the success of the whole school, as well as within the school.</th>
<th>The school leader acknowledges the success of the whole school, as well as within the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidences:</strong></td>
<td><em>The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)</em></td>
<td><em>The school leader acknowledges the success of the whole school, as well as within the school.</em></td>
</tr>
<tr>
<td></td>
<td><em>The school leader recognizes incremental success of students and teachers</em></td>
<td><em>The school leader acknowledges the success of the whole school, as well as within the school.</em></td>
</tr>
<tr>
<td></td>
<td><em>The school leader recognizes the success of individual departments</em></td>
<td><em>The school leader acknowledges the success of the whole school, as well as within the school.</em></td>
</tr>
<tr>
<td></td>
<td><em>The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year)</em></td>
<td><em>The school leader acknowledges the success of the whole school, as well as within the school.</em></td>
</tr>
<tr>
<td></td>
<td><em>The school leader plans for and celebrates the success of the diverse populations in the school</em></td>
<td><em>The school leader acknowledges the success of the whole school, as well as within the school.</em></td>
</tr>
</tbody>
</table>

b. Recognizes individuals for effective performance;

c. Communicates student expectations and performance information to students, parents, and community;

---

*When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school *

*Data collection systems are in place to collect input data from students, parents, and community regarding the optimal functioning of the school *

*The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment *

*The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community *

*The school leader engages in virtual town hall meetings *

*The school leader conducts focus group meetings with students and parents *

*The school leader hosts or speaks at community/business events *

*The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures*

---

**Domain I - Element 2** - The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

**Evidences:**

*Student performance data and expectations for learning are communicated to all stakeholders*

*Students keep data notebooks regarding their individual goals*
*Student led conferences focus on individual student’s goals
*Parent teacher conferences focus on the individual student’s goals
*Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments or common assessments
*When asked, students are aware of their status on the achievement goals specific to them
*When asked, parents are aware of their child’s achievement goals

**Domain I - Element 5** - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups to help all students meet individual achievement goals.

**Evidences:**
* When asked, student and/or parents can identify interventions in place to meet their goals
* When asked, students report their school has programs in place to help them meet their achievement goals

**Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.

**Evidences:**
* The school leader is recognized as highly visible by the faculty, students and community and engages them in the work of the school

**Domain IV - Element 5** - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

**Evidences:**
* The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment
* The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community
* The school leader engages in virtual town hall meetings
* The school leader conducts focus group meetings with students and parents
* The school leader hosts or speaks at community/business luncheons
* The school leader can explain how the use of input from the school community has resulted in improved functioning of the school

d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures.

When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school.

### Domain IV - Element 2

- The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

#### Evidences:
- The school leader engages faculty in constructive conversations on important school issues.
- Data-gathering techniques are in place to collect information from teachers.
- Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school.

### Domain IV - Element 5

- The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

#### Evidences:
- The school leader engages students, parents, and the community in constructive conversation about important school issues.
- The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment.
- The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community.
- The school leader engages in virtual town hall meetings.
- The school leader conducts focus group meetings with students and parents.
- The school leader hosts or speaks at community/business luncheons.

### Domain IV - Element 2

- The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

#### Evidences:
- The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision making process for efficiency throughout the school (e.g. online surveys).

---

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. Utilizes appropriate technologies for communication and collaboration; and,
Domain IV - Element 5 - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

Evidences:
- The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment
- The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community
- The school leader engages in virtual town hall meetings

Domain III - Element 1 - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Evidences:
- The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements
- When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior

10. Professional and Ethical Behaviors:

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

Domain V - Element 1 - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.

Evidences:
- The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct
- The school models ethical leadership for self and has the same expectation for faculty and staff


Domain V - Element 2 - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

Evidences:
- The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers
- The school leader reacts constructively and overcomes
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;

d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;

e. Demonstrates willingness to admit error and learn from it; and,
continually assesses progress on deliberate practice priorities.  

**Evidences:**
- The school leader has a written annual growth plan with deliberate practice goals
- The school leader uses evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses

**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.  
**Evidences:** The school leader can identify how learning from adversity has enabled him/her to be a focused leader

| Domain V - Element 1 | The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.  
**Evidences:**
- The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses

| f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. |
The protocol forms for Domains 1, 2, 3, 4 can be found in Appendix A and provide guidance to school leaders and evaluators on what is expected regarding each indicator. The protocols are digitized in iObservation for the purpose of collecting observation data and finalizing the summative evaluation data for leaders.

Procedures for observing and collecting data and other evidence of instructional leadership:

a. **Evidence gathering:** Throughout the year the administrator will collect evidences for each of the elements. This documentation will be done through a variety of ways, i.e. electronically, site visits, data dialogues, use of iObservation.

b. **Timeframes and record keeping:** The administrator and evaluator will meet at least 3 times a year (beginning of the year, mid-year, and end of the year) plus there will be school visits by the evaluators and observers. Ongoing feedback through iObservation will be provided by the evaluators and observers.

The 7 Steps of the Jackson County School Leader Evaluation process are described below.

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

- Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, and specific expectations that are subject to the evaluation system.
- All administrators, observers and evaluators will have access to the content and processes that are subject to the evaluation system.
- All administrators and evaluators will have access to the same information and expectations. This may be provided by the administrator’s review of district evaluation documents, iObservation resource library, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- Each school administrator is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the Domains and elements in the evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the FPLS and the evaluation system indicators.
- Individual Leadership Growth Plan (ILGP) process will be discussed and timeline given for development of goals.

**Step 2: Evaluation Planning Meeting**
After orientation processes, the administrator and evaluator prepare for a formal conference to address evaluation processes and expectations.

Administrator’s self-assessment from the orientation moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The administrator gathers any data or evidence that supports an issue as an improvement priority. This may include Data Dialogue information, School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.

The evaluator articulates a perspective on strengths and growth needs for the administrator and for student achievement issues at the school.

Evaluation processes are reviewed and questions answered.

Domain and Elements from evaluation system that will be focus issues are identified and discussed.

Student growth measures that are of concern are discussed.
Relationship of evaluation indicators to the SIP, student achievement and District supported initiatives are discussed.
Proposed elements for Deliberate Practice are discussed and determined, or a timeframe for selection of Deliberate Practice elements are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed given their importance to the administrator’s growth and the summative evaluation.

**Step 3: Monitoring, Data Collection, and Application to Practice:**
Evidence is gathered that provides insights on the administrator’s proficiency on the issues in the evaluation system by those with input into the administrator’s evaluation.

The administrator shares with the observers and/or evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.

The observers and/or evaluator accumulates data and evidence on administrator’s actions or impact of administrator’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the administrator, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators. As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided through face-to-face meetings, Observation forms, email, telephone, and/or memoranda. Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.

These monitoring actions occur before and continue after Step 4: Mid-Year Progress Review Meeting.

**Step 4: Mid-year Progress Review between administrator and evaluator:**
At a mid-year point, a progress review is conducted.

Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed. Any indicators which the evaluator has identified for a specific status update are reviewed. (The administrator is given notice of these indicators prior to the Mid-Year Progress Review Meeting, as the feedback expected is more specific than that for the general indicator overview.)

The administrator is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the administrator wishes to address should be included.

Strengths and progress are recognized.
Priority growth needs are reviewed.

Where there is no evidence related to an element and no interim judgment of proficiency can be provided, a plan of action must be made:

- If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if administrator was proficient, the administrator is provided notice that the element(s) will be addressed in a follow-up meeting.
- The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and administrator is asked to provide follow-up data on the element prior to the year-end conference.
- The lack of evidence on one element is balanced by substantial evidence on other elements in the same proficiency area. No follow-up is required until evidence supporting a Developing (D), Beginning (B) or Not Using (NU) rating emerges.
Any actions or inactions which might result in an unsatisfactory rating on a domain or element area if not improved are communicated.
Any element(s) for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.

The iObservation system (School Leader Observation Form) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be uploaded as appropriate to reflect what is communicated in the Mid-Year Progress Review Meeting.

**Step 5: Monitoring and Data Collection:**
Evidence is gathered that provides insights on the administrator’s proficiency on the issues in the evaluation system by those with input into the administrator’s evaluation.

The administrator shares with the observers and/or evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.

The observers and/or evaluator accumulate data and evidence on administrator’s actions or impact of administrator’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the administrator, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.

As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided face-to-face, via iObservation forms, via email or telephone, or via memoranda.

Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.

**Step 6: End of Year Review of Leadership Practice:**
The summative evaluation form is prepared by the evaluator and a performance rating assigned.

Consider including relevant and appropriate evidence by any party entitled to provide input into the administrator’s evaluation.

Review evidence on administrator’s proficiency on elements.

Use accumulated evidence and ratings on elements to rate each element within all Domains.

Finalize the Leadership Development Plan to calculate a Deliberate Practice Score.

Finalize the evaluation in iObservation to calculate a Leadership Practice score.

**Step 7: Final Leadership Effectiveness Evaluation:**
The year-end meeting addresses the Leadership Practice Score and Student Growth Measures.

The overall ratings of the elements and status score are reviewed.

The administrator’s growth on the Deliberate Practice elements is reviewed and a Deliberate Practice Score reviewed.

If the Student Growth Measurement (SGM) score is known, inform the administrator how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

If recognitions or employment consequences are possible based on performance level, inform administrator of District process moving forward.

Review priority growth issues that should be considered at next year’s Step 2 process.

During this meeting evaluators will gather feedback from administrators regarding the processes of the evaluation model. This feedback will be used to make changes if necessary.

The evaluators will analyze the evaluation data found in iObservation for planning professional development and ensuring continuous improvement of the system and the overall leadership of the District.
3. **Other Indicators of Performance**

**Directions:**

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;

  *Deliberate Practice is the additional performance indicator used as part of the school administrator evaluation. The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or leadership practices that impact student learning growth.*

- The percentage of the final evaluation that is based upon the additional indicators; and

  *Deliberate Practice makes up 10% of the Leadership Practice score.*

- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

  *The Deliberate Practice score is 10% of the Leadership Practice score. The Deliberate Practice metric will have 1 to 3 specific growth targets from specific leadership elements on the Marzano School Leader Framework. Each target will have progress points. The targets will have equal weight and the leader’s growth on each will be assessed as Highly Effective, Effective, Needs Improvement, or Unsatisfactory.*

<table>
<thead>
<tr>
<th>Elements of Focus</th>
<th>Initial</th>
<th>Final</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Element 2</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Element 3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**Average Growth Level:** 1.00

<table>
<thead>
<tr>
<th>Deliberate Practice Score Rules</th>
<th>Level</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>4</td>
<td>AGL &gt; 3 or &gt;= Level 4 on all targets</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
<td>AGL &gt; 2 or &gt;= Level 3 on all targets</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>2</td>
<td>AGL &lt;= 2 or &gt;= Level 2 on all targets</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>1</td>
<td>AGL = 0 or Level 1 or 0 on all targets</td>
</tr>
</tbody>
</table>

*The Deliberate Practice Score is combined with the Leadership Practice and Student Growth Scores to determine the final summative score and rating.*
4. **Summative Evaluation Score**

**Directions:**

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating.

Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.]

A copy of the summative evaluation form can be found in Appendix B

Each leader will receive a 1 to 4 score Leadership Practice Score (40%) that is determined from observations and data on the school leader’s and a 1-4 Leadership Development Plan (Deliberate Practice) Score (10%) which is combined with the Student Data/Growth Score (50%) 1-4 score for an overall evaluation score.

**Scoring Example**

<table>
<thead>
<tr>
<th>Final Score Components</th>
<th>Rating</th>
<th>Weight</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Leadership Practice Score</td>
<td>2.825</td>
<td>33%</td>
<td>0.93</td>
</tr>
<tr>
<td>Overall Deliberate Practice Score</td>
<td>3</td>
<td>17%</td>
<td>0.51</td>
</tr>
<tr>
<td>Overall Student Data/Growth Score</td>
<td>3</td>
<td>50%</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Final Score:** 2.94

**Final Proficiency Level:** Effective

**Rating Rubric:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>&gt;= 3.5</td>
</tr>
<tr>
<td>Effective</td>
<td>&lt;3.5 and &gt;= 2.5</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>&lt;2.5 and &gt;= 1.5</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>&lt;1.5</td>
</tr>
</tbody>
</table>
Distinguishing between proficiency ratings:

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory” and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school administrators and evaluators should reflect on performance based on the new FPLS and the Marzano Framework rubrics.

The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” administrator helps every other element within the organization become as good as they are. In normal distributions, some administrators will be rated highly effective on some indicators, but very few administrators will be rated highly effective as a summative performance level.

The "Needs Improvement" level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school administrators toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe administrators who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.
5. **Additional Requirements**

**Directions:**

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].

**Who is the Evaluator?**

Evaluator of principals is the Superintendent.

The Superintendent is the direct supervisor of the Principals and will complete their final evaluation. Observations and input will be given by other District Administrators - Deputy Superintendent and District Directors. The Superintendent, Deputy Superintendent and District Directors observe principals using elements and scale in the Marzano School Leader Evaluation Framework.

The principals will be the evaluator of the Assistant Principals.

Principals are the direct supervisor of the Assistant Principals in their building and will complete their final evaluation.

All the above administrators will be considered evaluators throughout this document.

**How often will the administrators be evaluated?**

Evaluations will be conducted annually on every administrator. The administrator will review the evaluation and sign it. The signed evaluation will be placed in the personnel file.

**How will the evaluations be used?**

The district will analyze the results of all leadership performance evaluations. The data will be used to determine the areas of strengths and needs. The results will be used to develop improvement plans and professional development. Each year the results of the performance evaluations will be compared to the prior year to ensure progress is being made.
• Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

Training is provided by the district to all administrators that are subject to the school administrator evaluation. In addition, those individuals who are responsible for completing the evaluation are trained in the proper use of the evaluation criteria and procedures. Ongoing training on the model will be provided at the principal and assistant principal monthly meetings and different sessions throughout the year.

In addition, the District utilizes the software system “iObservation” developed by Learning Sciences, International (LSI) in conjunction with Dr. Marzano. Those being evaluated will use the iObservation Resource Library to guide self-reflection on practices that improve their work and understanding of the evaluation criteria and procedures.

• Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

What evaluators and observers observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Feedback to the administrators will be within 10 work days from the time of the observation/visit/conference. In addition to face to face conferences for feedback, iObservation will be used to ensure proper feedback is provided in a timely manner. All school leaders have access to iObservation in which they can see observation and evaluation results immediately upon posting in addition to written feedback from the observer.
The district will analyze the results of all leadership performance evaluations. The data will be used to determine the areas of strengths and needs and the results used to develop improvement plans and professional development. Each individual administrator will use prior results in doing the self-assessment in preparation of developing the Individual Leadership Development Plan. Each year the results of the performance evaluations will be compared to the prior year to ensure progress is being made.

- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

- Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].

While parental input is not a separate metric in the evaluation, parent input is a critical indicator on multiple elements within the evaluation framework, particular Domain 4 (Cooperation and Collaboration) and Domain 5 (School Climate). This information is gathered from the results of annual climate surveys, formal and informal parent conferences/conversations and other anecdotal information.
• Description of the district’s peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].

The Superintendent may initiate peer assistance for those school administrators who are placed on performance probation or who request assistance. The school administrator will be provided a mentor determined by the Superintendent to provide additional assistance to the school administrator in order to improve performance.

• If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator’s performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].

While instructional personnel input is not a separate metric in the evaluation, this input is a critical indicator on multiple elements within the evaluation framework, particular Domain 4 (Cooperation and Collaboration) and Domain 5 (School Climate). This information is gathered from the results of annual staff climate surveys, formal and informal instructional staff conferences/conversations and other anecdotal information.

6. District Evaluation Procedures

Directions:

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

• In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  ➢ submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  ➢ submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  ➢ discuss the written evaluation report with the employee [Rule 6A-
5.030(2)(g)3., F.A.C.].

- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

The evaluator for school administrators submits results of the evaluation to the District School Superintendent for use in reviewing the administrator’s contract. Employees are provided a copy of the evaluation no later than 10 days after it is completed. The evaluation is discussed with the employee by the individual who conducted the evaluation. The employee has the right to submit a written response concerning the evaluation and it becomes a permanent attachment in his/her personnel file.

- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

The FLDOE is notified annually of all Jackson County evaluation ratings, including those who receive two consecutive unsatisfactory ratings and are given written notice of intent to terminate.
7. **District Self-Monitoring**

**Directions:**

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

- Evaluators’ understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]

*The evaluation tool is reviewed annually by the evaluators, with discussion that includes scenarios that will assist in reviewing evaluator accuracy, and inter-rater reliability. These meetings will be held more frequently if new evaluators are added. Inter-rater reliability is promoted by training on the following:*

- a. The “look-fors” what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
- b. The Rubrics—how to distinguish proficient levels.
- c. Rater reliability checks—processes for verifying raters meet district expectations in using the rubrics.

- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]

*Jackson County uses iObservation for collection of observation data and completion of the final evaluation. Observation data and feedback and reflection between the observer and school leader is available electronically as soon as the observation/evaluation is complete, however the Superintendent will also meet with the school leader and the principal with the assistant principal as possible but no later than ten working days after the evaluation is completed to discuss results.*

*iObservation provides reporting capability that allows the district to monitor timely feedback to school administrators that have been evaluated. The Deputy Superintendent,*
who oversees the Personnel Department, will monitor iObservation data to ensure that timely feedback is occurring.

- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

  Evaluators are provided information and training at the annual summer Administrator Convening in the use of conference protocol, use of forms and iObservation, processes and procedures for implementing the evaluation system, and student growth measures. District policies and procedures regarding the evaluation process are also monitored by the Deputy Superintendent. Monthly Principals’ Meetings are used to discuss employee performance, appropriate ratings, and evidence to ensure to ensure evaluator accuracy and reliability. The Superintendent and Deputy Superintendent, who oversees the Personnel Department, meet to review the district policies and procedures prior to the start of annual review/orientation meetings with school principals.

- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]

  Data extracted from evaluation results in iObservation is used by the Superintendent and Deputy Superintendent to determine appropriate and timely professional development needs for administrators and is used at the annual review meeting to target elements for Leadership Development Plan/Deliberate Practice Plan for the upcoming year. Action plans for professional learning developed for the Leadership Development Plans are monitored by the Deputy Superintendent.
• Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

*iObservation Leadership Practice data and Student Growth data is used by the Superintendent, Deputy Superintendent, District Administrators and School Leaders to identify issues that should be made an improvement priority in the development of school and district improvement plans.*