



Each Child, Every Day

District Instructional Leader Evaluation System



2024-2025

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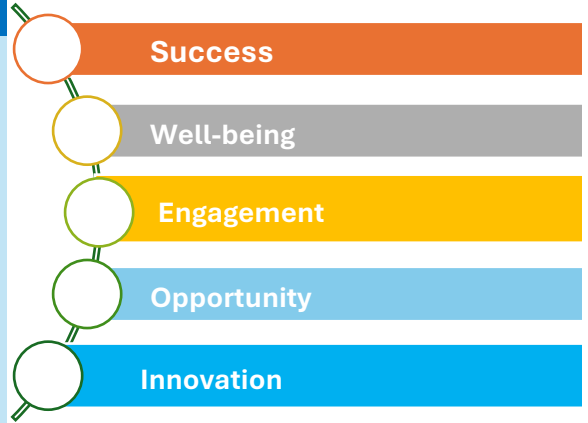
Strategic Guide to 2030

SLPS Mission

Ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.







In St. Lucie County Public Schools, we value:



Vision

St. Lucie Public Schools, in partnership with parents and community, will become premier centers of knowledge that are organized around students and the work provided to them. Our name will be synonymous with the continuous improvement of student achievement and the success of each individual. Our promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each child, every day. This is the St. Lucie Way!

Four Pillars

 High Quality Teaching and Aligned Instruction	 Talent Development and Growth	 Safe and Caring Schools	 Communication, Customer Service, and Community Engagement
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Strategic Aims

- #1 Transforming Futures:** Implement an individualized K-12 road map to success for every student will culminate in every student having multiple market value assets prior to graduation in the form of *college credit, industry certifications, internships, entrepreneurial experiences, client projects or work experience.*
- #2** Elevate the teacher as the designer of learning, creating engaging student-centered lessons, where students embrace a more active, collaborative, and direct role in their own learning, *on a solid foundation of literacy and numeracy.*
- #3** Engage, support, and collaborate with the St. Lucie community by providing critical physical, digital, and social infrastructure in our schools.
- #4** Implement innovative future-ready school initiatives to meet 2030 needs.

St. Lucie County School System is committed to continuous improvement of student achievement and in the success of each individual. As such, it is important to engage employees in collegial conversations with their supervisors and peers regarding their performance and development throughout their career.

This document defines the performance appraisal system for Instructional District Leaders adopted by the School Board of St. Lucie County. It includes the purposes and procedures and is intended for use by those responsible for evaluating the performance of district-level administrators and those being evaluated.

Purposes

The Instructional District Leaders Evaluation accomplishes three (3) major purposes:

1. Stimulates performance among administrators.
2. Aligns the performance of administrators to the district's vision, mission and beliefs which defines the district as a learning organization.
3. Provides decision making information on assignment, training, remediation, promotion, recognition, compensation and rewards.

Guiding Principles

- ✓ Administrators are accountable for their performance.
- ✓ Administrator performance is assessed in relation to the primary mission of the district, the performance of students in the District.
- ✓ Administrator performance contributes to high performing schools and student achievement.
- ✓ Administrators engage in professional development for continuous improvement.
- ✓ Administrators participate in collegial conversations regarding their performance.
- ✓ Information on administrator performance is derived from a variety of data sources.
- ✓ Stakeholders have opportunities to offer their perspective on the performance of respective administrators through survey or other recording means.

Performance Evaluation Criteria

The performance of the administrator is appraised according to several performance criteria including, related areas adopted from The Florida Principal Leadership Standards, Deliberate Practice Growth Plan, Statutory Requirements and Student Performance Measures

The Florida Principal Leadership Standards were adopted under the provisions of SBE Rule 6B-5.0012, and approved April 19, 2005. These standards, with minor modifications, are applicable to district level administrators and the support they provide to district principals.

Statutory Requirements are addressed in the appraisal of district administrators as applicable. These requirements include student learning, growth for administrators, evaluation of administrators as evaluators of others, continuous self-improvement, school improvement, stakeholder perspective on administrator's performance and the *Code of Ethics*.

District Student Performance Results are included as part of the appraisal ratings of district administrators. For district administrators, the student learning growth portion of the evaluation accounts for 33% of the Summative/Final Rating and represents growth data for students assigned to the District.

Process Components

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

- **Self-reflection** by the leader 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** conducted for each district leader at least once a year 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 district leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

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

1. **Student Performance Measures:** At least 33% of a district leader's annual evaluation is based on the performance of students in the district on specific state or district assessments (e.g. FSA, EOC exams).
2. **Leadership Practice:** This component contributes the remaining percentage of the district leader's evaluation (67%). Leadership Practice combines results of the District Instructional Leader Assessment (IDLA) and an additional Metric – Deliberate Practice Growth Plan. The IDLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others.

The processes and forms described in the following pages are focused on the District Instructional Leader Practice component of evaluation.

What tools are available to support the District Leader Evaluation Process?

SLPS uses the digital platform iObservation to complete all aspects of the Instructional District Leader Evaluation Process. Self-Evaluations, Deliberate Practice Growth Plans. Observations and Evaluation forms are completed, calculated, and maintained within the system. Leaders who wish to maintain hard copies of their annual evaluation are encouraged to print and retain their own personal file copy.

Who is Evaluated as an Instructional District Leader?

INSTRUCTIONAL DISTRICT LEADERS

Deputy Superintendent
Chief of Schools
Executive Director, Schools
Executive Director, Student Services/Exceptional Student Education
Executive Director of Teaching, Learning and Leading
Executive Director of Federal and Special Programs
Executive Director of Accountability and Assessment
Director, Alternative Education
Director, Career & Technical Education
Director, Elementary Curriculum
Director, Secondary Curriculum
Director of Employee Relations
Director, Exceptional Student Education
Director, FDLRS
Director of Student Assignment
Director, Student Services
Director, Talent Development
Coordinator of Accountability
Coordinator of Assessments
Coordinator, Curriculum
Coordinator, Early Childhood Education
Coordinator English Language Learners
Coordinator, Guidance Services
Coordinator, Mental Health and Psychological Services
Coordinator of Health Services
Coordinator of School Health Services
Coordinator, Quality Instruction
Coordinator, School Renewal
Coordinator, Title I & Migrant
Administrator on Special Assignment (Office of Teaching and Learning)
Administrator on Special Assignment (Assessments)
Administrator on Special Assignment (Student Services)

Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve your work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate others with it will do both.

Things to know:

1. **Specific, Actionable, and Timely Feedback Processes:** What evaluators observe does not promote improvement unless it is conveyed to employees in a specific, actionable, and timely manner. Training in how to do so is essential.
2. **Conference protocols and use of forms:** Know what is required regarding meetings, conference procedures, use of forms, records and systems.
3. **Processes** and procedures for implementing the evaluation system:
 - a. Evidence gathering: What sources are to be used?
 - b. Timeframes, record keeping.
 - c. Scoring rules.
4. **Student Performance Measures:** The performance of students will represent 33% of the annual performance level. Student Performance Measures are applied to the annual assessment following calculation of same.
5. **Sources of information about the evaluation system:** All district leaders and evaluators will have access to the same information and expectations. The school district will provide a guide to the District Instructional Leader Evaluation System to every Instructional district leader and those who will be using the system through publication on the SLPS webpage under Evaluation System Resources. The district provides a link to leadership evaluation that will provide evaluators and employees with access to manuals, forms, documents, system, etc. Evaluation recordkeeping will take place in the digital platform, iObservation.
6. **Training:** Evaluators and those being evaluated will participate in annual training and orientation to the district leader evaluation system.
7. **Parents and Stakeholders** are invited to provide input on the performance of district leaders. Supervisors are expected to consider the comments and input offered by parents and stakeholders through surveys and information received via the *SLPS Assessment Input Form*. This form will be

made available in the school office and on the district webpage. Each year the Superintendent notifies parents via the district website they are invited to provide feedback on school and district leaders as appropriate.

- 8. Continuous Improvement and Professional Development:** The work performed at the district level has a high degree of impact on leaders, teachers and other staff, and student performance. The multi-dimensional framework for district leaders is designed as a comprehensive framework for effective district leadership. These strategies have a high probability that if done correctly and in appropriate circumstances, will enhance learning, staff and leader proficiency on strategies that positively impact student learning and therefore support the district and school improvement efforts. Data collected from the evaluation process will be used by both the district and schools to inform the next cycle of improvement planning. The district collects and analyzes data collection from evaluation and professional development. This data analysis provides the district with the ability to link individual, school and district improvement plans and improve the ability of the district to focus professional development and district level support where it will have the greatest impact on student achievement whether it be individual, collegial or district-wide. Monitoring for the effective and consistent use of the evaluation criteria by evaluators is the responsibility of the evaluator's supervisor. Data will be collected and reviewed as part of the monitoring process by the evaluator's supervisor. In addition, an evaluation review team will meet at least annually to review fidelity of implementation. The team will also make recommendations for annual review and updates.
- 9. Reporting Processes:** An annual review of the district leader evaluation system will be completed by an evaluation review team to determine compliance with appropriate Florida Statute. Any substantive recommended revisions will be reviewed and approved by the school board before incorporation into the evaluation system.

An ongoing evaluation of the district leader evaluation system to include analysis of data such as overall district trends, fidelity of implementation and feedback from users will be conducted by the evaluation review team. Annual reports will be made to the Superintendent and the Executive Cabinet. Periodic updates will be presented to the School Board as appropriate. The following methods will be used to collect data:

- Surveys to assess perceptions of adequacy of training, understanding of the system, fairness of the process, and impact of the new process on the support to school leadership, teaching, and student learning.
- Impact of professional growth plans on leadership and impact on school leaders, teachers, and student learning
- Trend data on professional development offerings

The District links data collection and analysis from evaluation and professional development. This data analysis provides the District with the ability to link individual school and District improvement

plans and improve the ability of the District to focus professional development where it will have the greatest impact on student achievement.

This analysis is conducted with the assistance of the Department of Accountability and Assessment, Instructional Technology and Human Resource Divisions. Recommended revisions because of the analysis will be presented to the school board for annual approval.

The district will follow the reporting processes required by FLDOE to comply with 1012.34 reporting requirements. The district will adhere to all reporting requirements required by the DOE.

Framework: District Leadership Evaluation

A Multi-Dimensional Framework: This evaluation system is based on contemporary research that identify district leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving district staff, school leader and faculty proficiency on instructional strategies and business practices that positively impact student learning.

Foundational Research

- Burch, P. & Spillane, J. (2004). *Leading from the Middle: Mid-Level District Staff and Instructional Improvement*. Cross City Campaign for Urban School Reform. Chicago.
- Honig, M. Coplane, M, Rainey, L., Lorton, J., & Newton, M. (2010). *Central Office Transformation for District-wide Teaching and Learning Improvement*. Center for the Study of Teaching and Policy. University of Washington.
- Seashore-Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.
- Zavadski, H. (2009). *Bringing School Reform to Scale*. Harvard Education Press. Cambridge, MA.

Leadership High Effect Indicators

Feedback Practices: The leader monitors, evaluates proficiency, and provides timely feedback to staff on the effectiveness of performance goals, and the cause-and-effect relationships between professional practice and student achievement on those goals.

Facilitating Professional Learning: The leader manages the organization, operations, and facilities to provide partners with quality resources and professional learning and engages staff in effective individual and collaborative learning on priority professional goals throughout the year.

Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using common language of district expectations and performance information, and ensures

stakeholders receive timely information about district requirements, performance standards, and local, state, and federal administrative requirements and decisions.

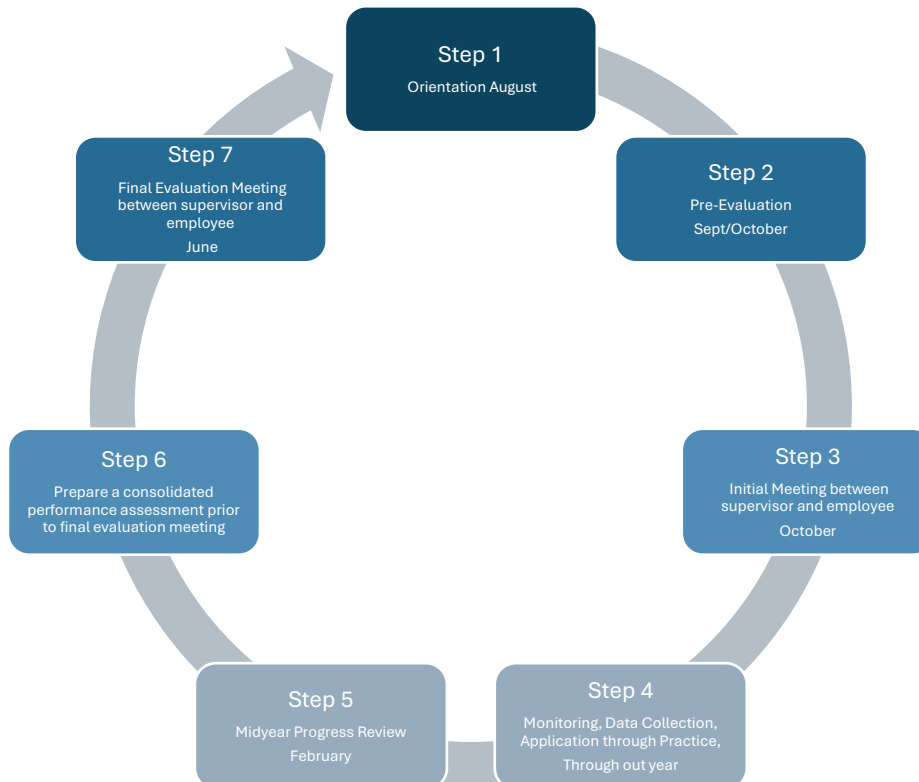
Resources: The district leader provides support that maximizes the impact of personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

High Effect Size Strategies: The district leader takes actions to ensure that others receive recurring feedback on their proficiency in high effect size strategies.

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

The District Leader Assessment Cycle

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



The Seven Steps of the DISL Evaluation Process

Step 1

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

- District provided orientation and training on the District Leadership Core Practices and Standards, applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader’s review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.

Step 2

Pre-evaluation Planning (August/September): After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Each leader is expected to engage in personal reflection on the connection between his/her practice and the indicators in the district evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the district evaluation system indicators. This self-assessment should be completed and submitted to the evaluator at least three days prior to the scheduled pre-evaluation meeting.
- Leader’s self-assessment moves to more specific identification of improvement priorities. These may come from any of the Instructional district leadership practice priorities or indicators. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include District Improvement Plan (DIP), achievement data, prior evaluations, and evidence of systemic processes that need work.
- Proposed targets for Deliberate Practice Growth Plan are discussed and determined; if a district target is selected it will be communicated to the leader.

Step 3

Initial Meeting between leader and evaluator (October): A meeting on “expectations” held between leader and evaluator to address the following:

- Evaluation processes are reviewed, and questions answered.
- Perceptions (of both) from Pre-evaluation are shared. The evaluator articulates a perspective on strengths and growth needs for the leader and for achievement issues at the district level.
- Instructional District leader Indicators from evaluation system that will be focus issues are identified and discussed.

- Relationship of evaluation indicators to the District Improvement Plan and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via teleconference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
- The Deliberate Practice Plan Growth Plan is of vital importance to the summative evaluation of the leader. The plan will be submitted and discussed. The evaluator either approves or recommends revision to the Deliberate Practice Growth Plan at this time.

Step 4

Monitoring, Data Collection, and Application to Practice (October to February):

Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

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

Step 5

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

- The leader and evaluator complete ratings using the short form prior to the mid-year progress review for the purpose of reflection, status update and discussion. The leader submits self-evaluation to the evaluator prior to the meeting.
- 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 leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all the Leadership Practice areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.

- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
 - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.
 - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
 - The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating in a proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- Feedback will be provided on all indicators for which there is sufficient evidence to rate proficiency. Comments or artifacts may be attached as appropriate to reflect what is communicated in the Progress Check.

Step 6

Prepare a consolidated performance assessment (May/June): The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- The leader and evaluator complete ratings prior to the year-end meeting for the purpose of reflection, discussion, and annual evaluation. The leader submits the self-reflection prior to the yearend meeting.
- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation. • Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each assessment area.

Step 7

Year-end Meeting between leader and evaluator (June): The year-end meeting addresses the Assessment Score, the Deliberate Practice Growth Plan Score and Student Performance Measures when available.

- The Assessment Score is explained.
- The leader's growth on the Deliberate Practice targets is reviewed and a Growth Plan Score assigned.
- The Assessment Score and Deliberate Practice Score are combined (as per weighting formula of 80% Assessment and 20% Deliberate Practice Growth Plan) to generate a Leadership Practice Score (67% of the Final Score).
- If recognition or employment consequences are possible based on performance level, inform leader of district process moving forward.

- Review priority growth issues that should be considered at next year’s step 2 and step 3 processes.

Procedures and Conferences

- All district level administrators participate in training.
- The Deliberate Practice Growth Plan is developed each year for an identified area aligned to the development of the administrator’s leadership skills. The plan is intended to improve performance through increased leadership skills.
- Administrators will receive feedback on their performance twice during the year. The midyear is a status check and is not included in the annual score. The year-end review reflects the performance measured over the course of the year.

Summative (Final) Rating Scale	
Highly Effective	2.50 – 3.0
Effective	1.50 – 2.49
Needs Improvement	.50 – 1.49
Unsatisfactory	0 - .49

Initial Conference

The supervisor initiates an initial conference. During the initial conference the previous year’s administrator’s performance is reviewed. A Deliberate Practice Growth Plan (DPGP) is developed for each administrator based on data. The DPGP guides professional development and job-embedded activities to support professional growth in the identified area(s).

Mid-Year Appraisal Conference

Administrators will participate in a midyear progress review conference with their supervisor to review the performance to date. The *Leadership Standard’s Rubric* will frame this conference. Scores from the mid-year status check are not factored into the Year End performance appraisal.

The supervisor will complete the midyear performance appraisal. Prior to the conference, the administrator will complete the self-assessment portion of the form and prepare to discuss DPP activities and professional development.

End of Year Performance Appraisal Conference

A final conference will occur near the end of the performance appraisal cycle with the supervising administrator. At this conference the administrator reviews the outcomes of the Deliberate Practice Growth Plan. The *Leadership Standard’s Rubric* will frame this conference.

The administrator performance evaluation system differentiates four levels of performance.

Evaluation Rating Criteria
(3) Highly Effective
(2) Effective
(1) Needs Improvement
(0) Unsatisfactory

The administrator performance evaluation system differentiates among four levels of overall performance that defines the summative rating.

The summative rating is based on the aggregation of data from the leadership practice component and the student growth component:

- Using the state growth model for student performance a rating for the administrator will be determined using a four-point scale.
- The Leadership Practice component with a weight of 67% will be calculated with the Student Performance score with a weight of 33% resulting in a Summative Final rating for the district administrator.
- Deliberate Practice Growth Plan activities and professional development: The district leader’s Assessment Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score.

District Leader Performance Core Practices

Core Practice 1

Getting Results

Indicator 1.1	The district leader has an impact on improving student achievement by focusing on behaviors that influence student performance results.
Indicator 1.2	The district leader has an impact on the percentage of effective and highly effective principals and teachers in the district by focusing on behaviors that result in positive trend lines on principal and teacher effectiveness.

Core Practice 2

Continuous Improvement of Teaching and Learning

Indicator 2.1	The district leader communicates a strong belief in the capacity of teachers and principals to improve the quality of teaching and learning and in the district's capacity to develop the organizational conditions needed for that to happen.
Indicator 2.2	The district leader builds consensus about core expectations for professional practice (Common Core, Florida Standards, teaching, leadership).
Indicator 2.3	The district leader directs energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula to achieve the district's learning goals.
Indicator 2.4	The district leader differentiates support to principals in relation to evidence of compliance and skill in implementing the expectations, with flexibility for school-based innovation.
Indicator 2.5	The district leader sets clear expectations for school leadership practices and establishes/supports leadership development systems to select, train and assist principals and teacher leaders consistent with district expectations.
Indicator 2.6	The district leader supports organized opportunities for teachers and principals to engage in school-to-school communication, focusing on the challenges of improving student learning and program implementation.
Indicator 2.7	The district leader develops and models strategies and norms for local inquiry into challenges related to student learning and program implementation
Indicator 2.8	The district leader coordinates district support for school improvement across organizational units in relation to district priorities, expectations for professional practice, and a shared understanding of the goals and needs of specific schools.

Core Practice 3

Building School Leaders' Sense of Efficacy for School Improvement

Indicator 3.1	The district leader establishes and maintains a district-wide focus on student achievement and instruction.
Indicator 3.2	The district leader encourages teamwork and professional community by including both principals and teachers in district-wide decisions that directly impact their work.
Indicator 3.3	The district leader aims to provide stable district leadership as a contribution to principal efficacy.
Indicator 3.4	The district leader supports hiring policies that allow principals to select teachers they believe to be outstanding choices for their own school contexts.

Indicator 3.5	The district leader requires/monitors the development of improvement plans in all schools, with improvement goals expected to be clear and aligned with state and district standards, but with considerable discretion left to the school to determine the paths to goal achievement.
Core Practice 4	
Using Data as a Problem-Solving Strategy at the District and School Level	
Indicator 4.1	The district leader helps principals and teachers use their data not only into actionable evidence, but also to help principals understand the implications of such evidence for their improvement plan.
Indicator 4.2	The district leader collects and uses data about local family educational cultures-norms, beliefs, values, and practices reflecting families' dispositions toward schooling and their role in it.
Indicator 4.3	The district leader works with principals to systematically collect high-quality data (evidence about the school and classroom conditions that would need to change) for their students' achievement to improve.
Core Practice 5	
Ensuring Productive Leadership Succession	
Indicator 5.1	The district leader recognizes the importance of stable leadership in the schools to minimize the effects of frequent principal turnover.
Indicator 5.2	The district leader ensures that principals effectively distribute leadership to mitigate some of the negative consequences of turnover.
Indicator 5.3	The district leader ensures principals newly assigned to schools initially work within the existing culture of their schools, rather than attempting to quickly substantially change it, to avoid negative turnover effects.
Indicator 5.4	The district leader ensures a smooth transition from one principal to the next by clarifying the district's expectations for the job to be done by the incoming principals, and by participating with teachers and the new principal in initial discussions about expectations for the new principal's work.
Indicator 5.5	The district leader implements the district succession plan for school and district leaders by identifying (early in their careers) talented teachers and leaders who have the potential to become school principals and district administrators
Core Practice 6: Harnessing Family and Community Energies for School Improvement	
Indicator 6.1	The district leader engages in dialogues with principals about the importance of being open to community and parental involvement by partnering with parents and community members in school improvement efforts, parents as vital partners in the learning process, the importance of shared leadership, and taking the critical role that the community plays in every child's life.
Indicator 6.2	The district leader takes an active role in teaching parents and other community members how to be involved in education. These efforts include providing information and instructional sessions about shared governance.

Core Practice 7: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

Indicator 7.1	The district leader participates in active professional learning communities in which key district and school leaders have common learning experiences aligned to district priorities.
Indicator 7.2	The district leader implements an individual deliberate practice plan aligned to priority student learning goals and results from ongoing feedback and prior evaluations.
Indicator 7.3	The district leader implements the used of high effect size practices to improve personal leadership effectiveness
Indicator 7.4	The district leader participates in the professional development required of principals.

Core Practice 8: Using the District's School Administrator Evaluation System Effectively to Support, Monitor, and Evaluate the Effectiveness of School Leaders

Indicator 8.1	The district leader monitors the effectiveness of principals using contemporary research and the district's principal evaluation system criteria and procedures to improve student achievement and leadership proficiency on the FPLS and FEAP's.
Indicator 8.2	The district leader provides and receives timely and actionable feedback on principal's proficiency on high effect size leadership strategies related to effective instructional leadership.

Core Practice 9: Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools

Indicator 9.1	The district leader demonstrates the expertise, knowledge and qualifications needed to provide high-quality support to schools
Indicator 9.2	The district leader demonstrates the expertise, knowledge and qualifications needed to provide high-quality support to schools.
Indicator 9.3	The district leader responds to school needs with differentiated support by providing direct services and support, serving as a broker of services and support, and/or building the capacity at the school level to provide themselves with the needed support.
Indicator 9.4	The district leader engages in cross functional support of schools by communicating, cooperating and collaborating in an effort to provide coordinated and planned support systems to schools.

Core Practice 10: Focusing on Behaviors Essential to Success as a District Leader; Demonstrating Personal and Professional Behaviors Consistent with Quality Practices in Education and as a Community Leader

Indicator 10.4	The district leader adheres to the Code of Ethics of the Education Profession in Florida and to the Principles of Professional Conduct for the Education Profession.
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District Instructional Leader Short Form

Conference Summary/Proficiency Status Update - Short Form			
Core Practice 1			
Getting Results			
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave it blank.</p>			
Core Practice Overall Score:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 1: Indicators			
Indicator 1.1	The district leader has an impact on improving student achievement by focusing on behaviors that influence student performance results.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2	The district leader has an impact on the percentage of effective and highly effective principals and teachers in the district by focusing on behaviors that result in positive trend lines on principal and teacher effectiveness.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 2			
Continuous Improvement of Teaching and Learning			
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave it blank.</p>			
Core Practice Overall Score:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 2: Indicators			
Indicator 2.1	The district leader communicates a strong belief in the capacity of teachers and principals to improve the quality of teaching and learning and in the district's capacity to develop the organizational conditions needed for that to happen.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.2	The district leader builds consensus about core expectations for professional practice (Florida Standards, teaching, leadership).		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

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Indicator 2.3	The district leader directs energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of high quality standards-based curriculum to achieve the district’s goals.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.4	The district leader differentiates support to principals in relation to evidence of compliance and skill in implementing the expectations, with flexibility for school-based innovation		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.5	The district leader sets clear expectations for school leadership practices and establishes/supports leadership development systems to select, train and assist principals and teacher leaders consistent with district expectations.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.6	The district leader supports organized opportunities for teachers and principals to engage in school-to-school communication, focusing on the challenges of improving student learning and program implementation.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.7	The district leader develops and models strategies and norms for local inquiry into challenges related to student learning and program implementation.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.8	The district leader coordinates district support for school improvement across organizational units in relation to district priorities, expectations for professional practice, and a shared understanding of the goals and needs of specific schools.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 3			
Building School Leaders’ Sense of Efficacy for School Improvement			
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave it blank.</i>			
Core Practice Overall Score:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 3: Indicators			
Indicator 3.1	The district leader establishes and maintains a district-wide focus on student achievement and instruction.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.2	The district leader encourages teamwork and professional community by including both principals and teachers in district-wide decisions that directly impact their work.		

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<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.3	The district leader aims to provide stable district leadership as a contribution to principal efficacy.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.4	The district leader supports hiring policies that allow principals to select teachers they believe to be outstanding choices for their own school contexts.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.5	The district leader requires/monitors the development of improvement plans in all schools, with improvement goals expected to be clear and aligned with state and district standards, but with considerable discretion left to the school to determine the paths to goal achievement.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Core Practice 4

Using Data as a Problem-Solving Strategy at the District & School Level

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

Core Practice Overall Score:

<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
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Core Practice 4: Indicators

Indicator 4.1	The district leader helps principals and teachers use their data not only into actionable evidence, but also to help principals understand the implications of such evidence for their improvement plan.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.2	The district leader collects and uses data about local family educational cultures- norms, beliefs, values, and practices reflecting families’ dispositions toward schooling and their role in it.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.3	The district leader works with principals to systematically collect high-quality data (evidence about the school and classroom conditions that would need to change) for their students’ achievement to improve.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Core Practice 5

Ensuring Productive Leadership Succession

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

Core Practice Overall Score:

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<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 5: Indicators			
Indicator 5.1	The district leader recognizes the importance of stable leadership in the schools to minimize the effects of frequent principal turnover.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.2	The district leader ensures that principals effectively distribute leadership to mitigate some of the negative consequences of turnover.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.3	The district leader ensures principals newly assigned to schools initially work within the existing culture of their schools, rather than attempting to quickly substantially change it, to avoid negative turnover effects.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.4	The district leader ensures a smooth transition from one principal to the next by clarifying the district's expectations for the job to be done by the incoming principals, and by participating with teachers and the new principal in initial discussions about expectations for the new principal's work.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.5	The district leader implements the district succession plan for school and district leaders by identifying (early in their careers) talented teachers and leaders who have the potential to become school principals and district administrators.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 6			
Harnessing Family and Community Energies for School Improvement			
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave it blank.</i>			
Core Practice Overall Score:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 6: Indicators			
Indicator 6.1	The district leader engages in dialogues with principals about the importance of being open to community and parental involvement by partnering with parents and community members in school improvement efforts, parents as vital partners in the learning process, the importance of shared leadership, and taking the critical role that the community plays in every child's life.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Indicator 5.2	The district leader takes an active role in teaching parents and other community members how to be involved in education. These efforts include providing information and instructional sessions about shared governance.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 7 Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes			
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave it blank.			
Core Practice Overall Score:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 7: Indicators			
Indicator 7.1	The district leader participates in active professional learning communities in which key district and school leaders have common learning experiences aligned to district priorities.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.2	The district leader implements an individual deliberate practice plan aligned to priority student learning goals and results from ongoing feedback and prior evaluations		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.3	The district leader implements the used of high effect size practices to improve personal leadership effectiveness.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.4	The district leader participates in the professional development required of principals.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 8 Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes			
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave it blank.			
Core Practice Overall Score:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 8: Indicators			

Indicator 8.1	The district leader monitors the effectiveness of principals using contemporary research and the district's principal evaluation system criteria and procedures to improve student achievement and leadership proficiency on the FPLS and FEAP's.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.2	The district leader provides and receives timely and actionable feedback on principal's proficiency on high effect size leadership strategies relate to effective instructional leadership.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 9			
Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes			
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave it blank.			
Core Practice Overall Score:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 9: Indicators			
Indicator 9.1	The district leader demonstrates the expertise, knowledge and qualifications needed to provide high-quality support to schools.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.2	The district leader provides feedback, information, and support in a timely courteous manner in ways that help build capacity at the school level and support school needs.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.3	The district leader responds to school needs with differentiated support by providing direct services and support, serving as a broker of services and support, and/or building the capacity at the school level to provide themselves with the needed support.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.4	The district leader engages in cross functional support of schools by communicating, cooperating, and collaborating in an effort to provide coordinated and planned support systems to schools.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Core Practice 10			
Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes			
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave it blank.			
Core Practice Overall Score:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Core Practice 10: Indicators

Indicator 10.1	The district leader adheres to the Code of Ethics of the Education Profession in Florida and to the Principles of Professional Conduct for the Education Profession.		
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Additional Metric: Deliberate Practice / Growth Plan Guidelines

Deliberate Practice Growth Plan

The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the District Leader Assessment Domain Scores to determine a summative leadership score.

Deliberate Practice Growth Plan (DPGP) Target(s) for District Leader Growth

Deliberate Practice Priorities

The leader and the evaluator identify 1 to 2 specific and measurable priority learning goals related to district leadership practices that impact district vision and mission. One target is required; a second target may be required by the evaluator or may be optional to the leader. The district may choose to direct a *Specific Target Area*.

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

Relationship to other measures of professional learning

Deliberate Practice targets are specific and deeper learning related to leadership practices that impact district goals, vision, and mission. The DPGP learning processes establish career-long patterns of continuous improvement and lead to high quality leadership.

Selecting Growth Targets

Growth target 1: An issue that addresses a department, team or district improvement need related to district goals, vision and mission and is either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master.

Growth target 2: An issue related to a knowledge base or skill set relevant to leadership selected by leader).

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

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

Rating Scheme

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

Deliberate Professional Growth Plan

District Leader's Name			
District Leader's Position			
Evaluator's Name			
Evaluator's Position			
Target(s) for the School Year (including Target Number):			
Date Target(s) Approved			
Evaluator's Signature		District Leader's Signature	
Focus Issue(s): Why is the target worth pursuing?			
Growth Target: Describe what you expect to know and be able to do as a result of the professional learning effort.			
Anticipated Gains: What do you hope to learn?			
Plan of Action: A general description of how you will go about accomplishing target.			
Progress Points: List Progress Points or steps toward fulfilling your goal that enable you to monitor progress.			
1.			
2.			
Notes:			

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SLPS Assessment Input

**To be completed by
interested parents and
stakeholders**

Parents, family members, teachers or other interested parties may provide input to the annual assessment of staff, teachers and/or administrators.

Name of SLPS employee: _____

Position: _____

Site/Department: _____

Comments to be considered:

Submitted by: _____

Signature

Print name: _____

Date of submission: _____

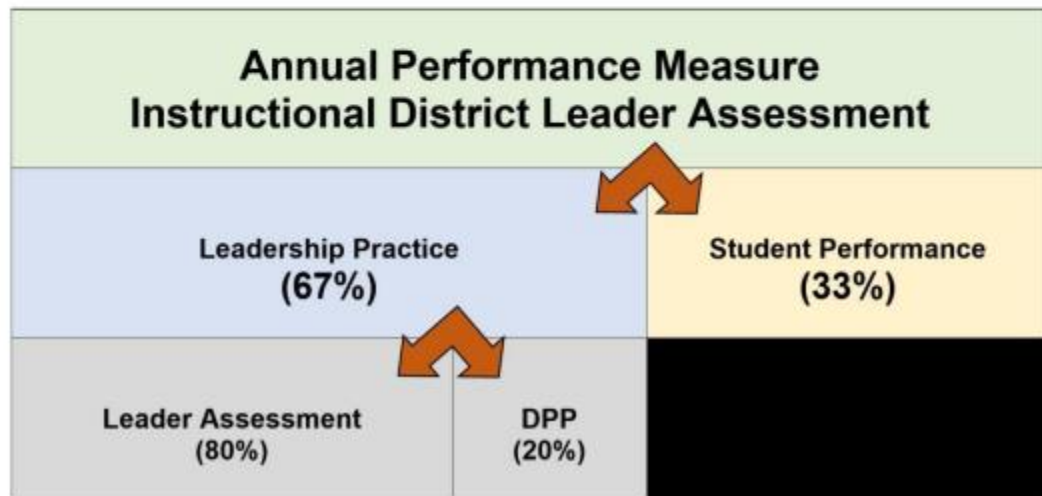
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Scoring Guide

Scoring Processes

1. Score Indicators	Based on rubrics in the "long forms"
2. Score Core Practice Areas	Based on rubrics in this guide
3. Score District Leader Assessment	Based on formula in this guide
4. Score Deliberate Practice Metric	Based on directions in this guide
5. Calculate Leadership Practice Score	Combine District Leader Assessment and Deliberate Practice Scores Based on formula in this guide
6. Calculate Student Growth Measure Score	Use district cut points for SPM
7. Assign Proficiency Level rating label	Combine Leadership and SPM scores

Score Derivatives:



Section One: How Instructional District Leader Assessment is Scored

About the District Leader Evaluation Scoring Process

The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the District Leader Assessment to summarize feedback on domains, proficiency areas, and indicators:

- Highly Effective (HE)
- Effective (E)
- Needs Improvement (NI)
- Unsatisfactory (U)

Step One

- Rate each Indicator and Core Practice Start with judgments on the indicators.
- Indicators in each Core Practice Area are rated as HE, E, NI, or U based on accumulated evidence.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for Core Practices and the illustrative examples are found in the “long forms” – the Data Collection and Feedback Protocols.”
- Ratings are recorded on the short form.

Ratings

When assigning ratings, the evaluator should begin by reviewing the Standard rubrics. These are “word picture” descriptions of leadership behaviors in each of the four levels of leadership behavior— “Highly Effective”, “Effective”, “Needs Improvement”, and “Unsatisfactory.” The evaluator finds the level that best describes performance related to the indicator.

Distinguishing Between Proficiency Ratings

The Effective Level

It describes the leader’s actions or impact of leader’s actions relevant to this Standard are sufficient and appropriate reflections of quality work with only normal variations. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the practices require and have made the adjustments and growth necessary to upgrade performance.

The Highly Effective Level

It 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 the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The Needs Improvement Level

It describes leaders 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 leaders toward increasingly effective performance.

Performance at the “Unsatisfactory Level

It describes leaders 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.

Step 2

Calculate the Instructional District Leader Assessment Score Points are assigned to Core Practice ratings and scores are converted to a numerical scale. The following point model is used:

CORE PRACTICE RATING	POINTS ASSIGNED
A Core Practice rating of Highly Effective	3 points
A Core Practice rating of Effective	2 points
A Core Practice rating of Needs Improvement	1 point
A Core Practice rating of Unsatisfactory	0 points

The Core Practice scores are added up and a District Leader Assessment score is determined by totaling the Core Practice Scores and dividing by ten (10). The District Leader Assessment Score is converted to a District Leader Assessment Proficiency Rating of HE, E, NI, or U based on this scale:

INSTRUCTIONAL DISTRICT LEADER ASSESSMENT SCORE	INSTRUCTIONAL DISTRICT LEADER ASSESSMENT RATING
2.50 – 3.00	Highly Effective
1.50 – 2.49	Effective
.50 – 1.49	Needs Improvement
0 to .49	Unsatisfactory

The District Leader Assessment score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. Section Three provides scoring processes for Deliberate Practice.

The Instructional District Leader Assessment Score will be 80% of the Leadership Score.

The Deliberate Practice Score will be 20% of the Leadership Practice. (Note: If there is no Deliberate Practice or other additional metric currently, then the District Leader Assessment Score is the Leadership Practice Score.)

Section Two: How to Score Deliberate Practice Deliberate Practice Score

The Deliberate Practice Score

- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 2 specific growth targets.
- Each target will have progress points.
- The targets will have equal weight and the leader’s growth on each will be assessed as HE, E, NI, or U.
- The DP target scores are added up and divided by the number of targets to result in an overall DP score.

Scoring a DP Growth Target	Points	Rating Rubrics
Highly Effective	3	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	2	Target met, progress points achieves....impact not yet evident
Needs Improvement	1	Target not met, but some progress points met
Unsatisfactory	0	Target not met, nothing beyond 1 progress point

Student Performance Measure is based upon the calculated district VAM. District Leaders will receive a district VAM score as their Student Performance Measure (SPM) which will represent 33% of the total evaluation score for the year. Once scores are received in the district, a district VAM will be assigned, and an Annual Performance Rating will be calculated.

Student Performance Measures Scale

District VAM/ Student Performance Rating	Conversion to District Leader Student Performance Measure	Performance Level Rating
4	3	Highly Effective
3	2	Effective
2	1	Needs Improvement
1	0	Unsatisfactory

Section Three: How to Calculate a Summative (Final) Instructional District Leader Assessment Performance Level

Step 1: Enter Leadership Practice Score: _____ x .67 = _____

Step 2: Enter Cut Score for Student Performance Measure: _____ x .33 = _____

Step 3: Add Leadership Practice and Student Performance Measures to determine the Annual (Final)

Leadership Assessment Performance Score: _____

Step 4: Enter rating on Evaluation form: _____

Leadership Assessment Score	Annual Leader Assessment Rating
2.50 – 3.0	Highly Effective
1.50 – 2.49	Effective
.50 – 1.49	Needs Improvement
0 - .49	Unsatisfactory

EVALUATION FORM: ANNUAL PERFORMANCE LEVEL

This form is used to calculate a Summative Performance Level

School:	School Year:
Evaluator:	District: Evaluator's Title:
Date Completed:	

Examine all sources of evidence for each of the ten core practices, using the results from the assessment process as it applies to the district leader's performance. Incorporate the Deliberate Practice Score. Refer to the Scoring Guide to rate the assessment and Deliberate Practice.

Assign an overall evaluation of the district leader's performance, sign the form and obtain the signature of the district leader.

- A. Leadership Practice Score District Leader Assessment Score _____ x .80 = _____
 Deliberate Practice Score x .20 = _____
 Combined score is District Leadership Practice Score: _____
- B. Student growth Measure Score: _____
- C. Performance Score: _____

Performance Score Ranges	Score	Performance Level Rating
2.50 – 3.00	3	Highly Effective
1.50 – 2.49	2	Effective
.50 -1.49	1	Needs Improvement
0 - .49	0	Unsatisfactory

Performance Level:	
District Leader's Signature:	Date:
Evaluator's Signature:	Date:

District Leader Assessment Data Collection and Feedback Protocol Forms for Core Practices 1 - 10

These forms provide guidance to leaders and evaluators on what is expected regarding each indicator.

The forms provide:

- **The text of all Core Practice Areas and indicators**
- **Rubrics to distinguish among proficiency levels**
- **Narratives to assist in understanding the focus and priorities embedded in the DLA • Reflection questions to guide personal growth**

Narrative: This proficiency area focuses on actual results in improving desired student learning growth and achievement. Priority attention is on the district administrators' leadership behaviors that influence the school site instructional leadership, faculty development, and school operations that impact the quality of the learning environment; it also addresses supporting processes that result in improving the percentage of effective and highly effective principals and teachers in the supervised school's by focusing on whether the accumulated impact of the district leader's actions result in positive trend lines on principal and teacher effectiveness on behaviors that impact student results.

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<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Evaluation Focus: Student results for which the leader is responsible consistently exceed expectations. Attributes of the highly effective district administrator on this core practice include:</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>Evaluation Focus: Student results for which the leader is responsible consistently meet expectations. Attributes of the effective district administrator on this core practice include:</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Evaluation Focus: Student results for which the leader is responsible are inconsistent in meeting expectations. Attributes of the district administrator needing improvement on this core practice include:</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact.</p> <p>Evaluation Focus: Student results for which the leader is responsible are consistently below expectations. Attributes of the district administrator unsatisfactory on this core practice include:</p>
<p>Priority Attributes Every principal meeting and staff development forum is focused on student achievement on Florida's academic standards, including periodic reviews of educator and student work that illustrate progress on standards-based instruction.</p> <p>The district administrator can specifically document examples of decisions impacting teaching, assignment, curriculum alignment with standards, assessment alignment with standards, professional development supports aligned to personnel evaluation results, and interventions that have been made on the basis of problem solving using data analysis. MTSS is operational in all classes in all schools supervised.</p> <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p>	<p>The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards. MTSS is operational in most classes in all schools supervised.</p> <p>The district administrator is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions</p> <p>The district administrator uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The district administrator empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of meetings and professional development sessions.</p> <p>There is minimal use of school or district staff intended to provide support to the instructional program</p>	<p>Florida's College and Career Ready Standards are accessible to principals, faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many principals.</p> <p>The district administrator is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p> <p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some principals, and plans to achieve those priorities are aligned with the actual actions of some of the principals.</p>	<p>The district administrator is hesitant to intrude or is indifferent to decisions in the school/classroom that are at variance from the requirements of academic standards in the course descriptions.</p> <p>School/classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements.</p> <p>The district administrator is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p> <p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The district administrator focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p>

Highly Effective Evaluation Description

Highly Effective: Leader's actions or impact of leader's actions relevant to this core practice exceed effective levels and constitute models of proficiency for other leaders.

Evaluation Focus: Student results for which the leader is responsible consistently exceed expectations. Attributes of the highly effective district administrator on this core practice include:

Priority Attributes

- Every principal meeting and staff development forum is focused on student achievement on Florida's academic standards, including periodic reviews of educator and student work that illustrate progress on standards-based instruction.
- The district administrator can specifically document examples of decisions impacting teaching, assignment, curriculum alignment with standards, assessment alignment with standards, professional development supports aligned to personnel evaluation results, and interventions that have been made on the basis of problem-solving using data analysis.
- MTSS is operational in all classes in all schools supervised.
- A consistent record of improved student achievement exists on multiple indicators of student success.
- Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.
- The district administrator creates systems and approaches to monitor the level of academic expectations and impacts with other district and school leaders.
- The percentage of principals rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.
- Through all grades and subjects a multi-tiered system of supports is operational providing core universal

Significant Supporting Attributes

- The district administrator has coached district administrators in other departments to improve their problem solving and data analysis skills and to inform instructional decision making.
- The district administrator routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.
- Other leaders credit this district administrator with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.
- The district administrator benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools.
- The district administrator shares productive monitoring methods with other school leaders to support district wide improvements.
- The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.
- All initiatives are implemented across the schools, grades, and subjects as appropriate with full fidelity to the components of each initiative.

- The district administrator monitors the school’s implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices.
- Where students are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data-based interventions and progress monitoring.)
- The district administrator demonstrates skillful problem solving to ensure staff have adequate time and support, and effectively monitors effective use of research-based instructional and leadership practices.
- The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.
- Achievement gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.

Leadership Evidence	Impact Evidence
<p>Evidence of proficiency on this core practice may be seen in the leader’s behaviors or actions.</p>	<p>Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community.</p>
<p><u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> • Agendas, memoranda, etc. reflect leader’s communications to principals on the role of state standards in curriculum, lesson planning, and tracking student progress. • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to principals and teachers on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on school/principals’ proficiencies and professional learning needs are reflected in presentations to principals on instructional improvement needs. • Agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. 	<ul style="list-style-type: none"> • Principals’ meeting records verify recurring review of progress on state standards. • Principals use performance data to make instructional decisions. • School meetings reflect recurring attention to student performance data. • Principals identify changes in practice within their teams or departments based on performance data analyses. Principals and teachers make presentations to colleagues on uses of performance data to modify instructional practices. • Principals can describe their participation in planning and goal setting processes. • Goals relevant to principals’ and teachers’ actions are evident and accessible. • Principals and teachers can articulate the goals for their achievement which emerged from planning.

- Presentations to principals provide recurring updates on the status of plan implementation and progress toward goals.
- Schedules for classroom observation document monitoring of instruction in schools.
- Records or notes indicate the frequency of formal and informal observations.
- Data from classroom walkthroughs is focused on high-effect size strategies.
- Notes and memorandum from follow-up conferences regarding feedback.
- formal or informal observations reflect attention to research-based practices and leadership actions.
- Rubrics that distinguish among proficiency levels on evaluation indicators are used by the district administrator to focus feedback on needed improvements in instructional practice.
- Samples of written feedback provided to principals/staff regarding prioritized instructional practices. The schedule results in frequent walkthroughs and observations of teaching and learning.
- Evidence the district administrator has a system for securing feedback from principals specific to prioritized instructional practices.
- The calendar reflects at least 2 workdays a week spent on monitoring instructional issues (i.e. “watching the game”) and providing specific and actionable feedback on instructional practices to principals and teachers.
- Feedback describes ways to enhance performance and reach the next level of proficiency.
- Principals and teachers track their progress toward accomplishment of the stated goals. Principal and department meetings’ minutes reflect attention to evidence of student improvements.
- Learning goals routinely identify performance levels above the targeted implementation level.
- Principal meeting agendas or memoranda reflect follow-up actions based on feedback from the district administrator’s monitoring on
- FEAPs, teacher evaluation indicators, or research-based strategies.
- Lesson study, PLC, or teacher teamwork is initiated to address issues arising from monitoring process. Data and feedback from the district administrator’s walkthroughs and observations are used by principals and teachers to revise instructional practices.
- Principals and teachers describe feedback from the district administrator in terms of recognizing strengths and suggestions to take their performance to a new level.
- Feedback to principals, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflection’s, lesson studies, PLCs, assessment data,) and from more than one person. Principals and teachers describe how they implement and support various initiatives.
- Video exemplars that support implementing the initiatives are routinely used by principals and teachers.
- Online resources and technology support that deepened understanding of the initiatives are used by staff/principals. State or district web-based resources aligned with the initiatives are regularly accessed by principals and teachers. Principals and teachers have participated in professional development associated with the initiative and ensured implementation of the strategies learned.

- Feedback reflects judgment on proficiency, not just a “yes/no” checklist approach.
- The initiatives being pursued are explicitly identified and access to supporting resources is provided.
- Agendas, memoranda, etc. reflect presentations to principals on the targeted initiatives.
- A Multi-tiered System of Supports (MTSS) and Response to Intervention (Rti) is fully implemented and the district administrator monitors regularly to sustain implementation. The district administrator monitors practices in areas where subject specific strategies are expected and provides feedback on the effective issue of such strategies (e.g. ESOL strategies).
- The district administrator can identify all the initiatives in use in the schools and can describe how progress is monitored for each.
- The district administrator tracks student growth data and school assessment data aligned to learning goals to track actual improvement in school performance and maintains records of the percentage of schools showing growth over time.
- Agendas, memorandum, and other documents provide directions on implementation of MTSS.
- Agendas, memorandum, and other documents reflect recurring discussion with principals on continuous progress monitoring practice.
- Statistical analyses identifying academic needs of sub-group members are used effectively.
- Written goals are developed and provided to principals that focus on reducing or eliminating achievement gaps for students
- The percentage of effective and highly effective teachers and principals increases.
- The percentage of teachers ranking at or above the district average on student growth measures increases.
- Principals’ records reveal data-based interventions and progress monitoring.
- Principal-directed celebrations of student success identify causes of success. Supplemental supports are provided in schools.
- Principals and staff describe the district administrator as one who is genuinely committed to student success in school and life.
- Principals, faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized.
- Principals and teachers can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how they implement those goals to impact individual students.
- Principals can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning.
- Principals and teachers can explain how goals eliminate differences in achievement for students at different socioeconomic levels.
- Principals’ records reflect tracking student sub-group progress on targeted learning goals related to academic achievement.
- Other impact evidence of proficiency on this indicator.

in underperforming sub-groups and for students with disabilities.

- Documents reflecting the district administrator’s work in deepening principals understanding of cultural and developmental issues related to improvement of academic learning growth by sub-group students.
- The district administrator develops district policies, practices, procedures that validate and value similarities and differences among students.
- Other leadership evidence of proficiency on this indicator.

Effective Evaluation Description

Effective: Leader's actions or impact of leader's actions relevant to this core practice are sufficient and appropriate reflections of quality work with only normal variations.

Evaluation Focus: Student results for which the leader is responsible consistently meet expectations. Attributes of the effective district administrator on this core practice include:

Priority Attributes

- The link between standards and student performance is evidenced from the alignment in lesson plans of learning goals, activities, and assignments to course standards. MTSS is operational in most classes in all schools supervised.
- The district administrator can recognize whether or not learning goals and student activities are related to standards in the course descriptions.
- The district administrator uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.
- The district administrator empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of meetings and professional development sessions.
- There is minimal use of school or district staff intended to provide support to the instructional program for administrative or organizational tasks unrelated to improving teaching and learning.
- Priorities for student growth are established, understood by staff, and plans to achieve those priorities are aligned with the actual actions of the staff.
- The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.
- The district administrator systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering principals and staff to set high and demanding academic expectations for every student.
- The district administrator's effectiveness monitoring process provides the leader and district team with a realistic overview of the current reality of a school's effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.
- The district administrator's monitoring practices are consistently implemented in a supportive and constructive manner.
- Corrective and positive feedback is linked to organizational goals and both the district administrator and school employees can cite examples of where feedback is used to improve individual and organizational performance.
- Most of the district and state initiatives are implemented across the schools, grades, and subjects as appropriate with full fidelity to the components of each initiative.
- The district administrator is conversant with the impact the initiative is expected to have and monitors the school's implementation of the elements of the initiative.

- The percentage of principals and teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.
- Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to schools to deliver the district’s curriculum to all students.
- The district administrator consistently applies the process of inquiry and/or has enabled the development of processes that generate greater understanding of the district’s current systems and their impact on subgroup academic achievement.

Leadership Evidence	Impact Evidence
<p>Evidence of proficiency on this core practice may be seen in the leader’s behaviors or actions.</p> <p><u>Illustrative examples of such evidence may include, but are not limited to the following:</u></p>	<p>Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community.</p> <p><u>Illustrative examples of such evidence may include, but are not limited to the following:</u></p>
<ul style="list-style-type: none"> • Agendas, memoranda, etc. reflect leader’s communications to principals on the role of state standards in curriculum, lesson planning, and tracking student progress. • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to principals and teachers on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on school/principals’ proficiencies and professional learning needs are reflected in presentations to principals on instructional improvement needs. • Agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Presentations to principals provide recurring updates on the status of plan implementation and progress toward goals. 	<ul style="list-style-type: none"> • Principals’ meeting records verify recurring review of progress on state standards. • Principals use performance data to make instructional decisions. • School meetings reflect recurring attention to student performance data. • Principals identify changes in practice within their teams or departments based on performance data analyses. Principals and teachers make presentations to colleagues on uses of performance data to modify instructional practices. • Principals can describe their participation in planning and goal setting processes. • Goals relevant to principals’ and teachers’ actions are evident and accessible. • Principals and teachers can articulate the goals for their achievement which emerged from planning. • Principals and teachers track their progress toward accomplishment of the stated goals. Principal and department meetings’ minutes

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| <ul style="list-style-type: none"> • Schedules for classroom observation document monitoring of instruction in schools. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies. • Notes and memorandum from follow-up conferences regarding feedback. • formal or informal observations reflect attention to research-based practices and leadership actions. • Rubrics that distinguish among proficiency levels on evaluation indicators are used by the district administrator to focus feedback on needed improvements in instructional practice. • Samples of written feedback provided to principals/staff regarding prioritized instructional practices. The schedule results in frequent walkthroughs and observations of teaching and learning. • Evidence the district administrator has a system for securing feedback from principals specific to prioritized instructional practices. • The calendar reflects at least 2 workdays a week spent on monitoring instructional issues (i.e. “watching the game”) and providing specific and actionable feedback on instructional practices to principals and teachers. • Feedback describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a “yes/no” checklist approach. • The initiatives being pursued are explicitly identified and access to supporting resources is provided. | <ul style="list-style-type: none"> reflect attention to evidence of student improvements. • Learning goals routinely identify performance levels above the targeted implementation level. • Principal meeting agendas or memoranda reflect follow-up actions based on feedback from the district administrator’s monitoring on • FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher teamwork is initiated to address issues arising from monitoring process. Data and feedback from the district administrator’s walkthroughs and observations are used by principals and teachers to revise instructional practices. • Principals and teachers describe feedback from the district administrator in terms of recognizing strengths and suggestions to take their performance to a new level. • Feedback to principals, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflection’s, lesson studies, PLCs, assessment data,) and from more than one person. Principals and teachers describe how they implement and support various initiatives. • Video exemplars that support implementing the initiatives are routinely used by principals and teachers. • Online resources and technology support that deepened understanding of the initiatives are used by staff/principals. State or district web-based resources aligned with the initiatives are regularly accessed by principals and teachers. Principals and teachers have participated in professional development associated with the initiative and ensured implementation of the strategies learned. • The percentage of effective and highly effective teachers and principals increases. |
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| <ul style="list-style-type: none"> • Agendas, memoranda, etc. reflect presentations to principals on the targeted initiatives. • A Multi-tiered System of Supports (MTSS) and Response to Intervention (Rti) is fully implemented and the district administrator monitors regularly to sustain implementation. The district administrator monitors practices in areas where subject specific strategies are expected and provides feedback on the effective issue of such strategies (e.g. ESOL strategies). • The district administrator can identify all the initiatives in use in the schools and can describe how progress is monitored for each. • The district administrator tracks student growth data and school assessment data aligned to learning goals to track actual improvement in school performance and maintains records of the percentage of schools showing growth over time. • Agendas, memorandum, and other documents provide directions on implementation of MTSS. • Agendas, memorandum, and other documents reflect recurring discussion with principals on continuous progress monitoring practice. • Statistical analyses identifying academic needs of sub-group members are used effectively. • Written goals are developed and provided to principals that focus on reducing or eliminating achievement gaps for students in underperforming sub-groups and for students with disabilities. • Documents reflecting the district administrator's work in deepening principals understanding of cultural and | <ul style="list-style-type: none"> • The percentage of teachers ranking at or above the district average on student growth measures increases. • Principals' records reveal data-based interventions and progress monitoring. • Principal-directed celebrations of student success identify causes of success. Supplemental supports are provided in schools. • Principals and staff describe the district administrator as one who is genuinely committed to student success in school and life. • Principals, faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized. • Principals and teachers can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how they implement those goals to impact individual students. • Principals can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Principals and teachers can explain how goals eliminate differences in achievement for students at different socioeconomic levels. • Principals' records reflect tracking student sub-group progress on targeted learning goals related to academic achievement. • Other impact evidence of proficiency on this indicator. |
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developmental issues related to improvement of academic learning growth by sub-group students.

- The district administrator develops district policies, practices, procedures that validate and value similarities and differences among students.
- Other leadership evidence of proficiency on this indicator.

Needs Improvement Description

Needs Improvement: Leader's actions or impact of leader's actions relevant to this core practice are evident but are inconsistent or of insufficient scope or proficiency.

Evaluation Focus: Student results for which the leader is responsible are inconsistent in meeting expectations. Attributes of the district administrator needing improvement on this core practice include:

- Florida Standards are accessible to principals, faculty, and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many principals.
- The district administrator is aware of state and district results and has discussed those results with staff but has not linked specific decisions to the data.
- Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.
- Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.
- Priorities for student growth are established in some areas, understood by some principals, and plans to achieve those priorities are aligned with the actual actions of some of the principals.
- Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.
- The district administrator has taken some decisive actions to make some changes in time,
- principal and teacher assignment, curriculum, leadership practices, or other variables to improve student achievement, but additional actions are needed to generate improvements for all students.
- The district administrator sets expectations but fails to empower principals and teachers to set high expectations for student academic performance.
- The district's evaluation system is being implemented but the process is focused on procedural compliance rather than improving proficiency on leadership and instructional strategies that impact student achievement.
- The way monitoring is conducted is not generally perceived by principals as supportive of their professional improvement.
- The district administrator tends to view feedback as a linear process; something they provide principals and teachers rather than a collegial exchange of perspectives on proficiency.
- Some initiatives are implemented across some of the schools, grades, and subjects as appropriate with work in progress to implement the components of each initiative.
- The district administrator relies on principals to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.
- There is no evidence of improvement in student growth measures for most of the principals and teachers rated as effective, need improvement, or unsatisfactory.

- There is significant variation between teachers’ student growth measures and principals’ assessment of instructional practices.
- Problem solving efforts are unskillfully used to provide adequate time, resources, and support to principals and teachers to deliver the district’s curriculum and state’s standards to students.
- MTSS is operational in some schools but is not a consistent practice in all school supervised.
- Sub-groups within the district and associated with achievement gaps have been identified and some processes are underway to understand root causes.
- Some actions to minimize the gaps have been implemented but either do not reach all subgroup students or have inconsistent or minimal results.
- The district administrator inconsistently applies the process of inquiry and/or has enabled only limited efforts to the development of processes that generate greater understanding of the district’s current systems and their impact on sub-group academic achievement.

Leadership Evidence	Impact Evidence
<p>Evidence of proficiency on this core practice may be seen in the leader’s behaviors or actions.</p> <p><u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p>Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community.</p> <p><u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> • Agendas, memoranda, etc. reflect leader’s communications to principals on the role of state standards in curriculum, lesson planning, and tracking student progress. • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to principals and teachers on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on school/principals’ proficiencies and professional learning needs are reflected in presentations to principals on instructional improvement needs. • Agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. 	<ul style="list-style-type: none"> • Principals’ meeting records verify recurring review of progress on state standards. • Principals use performance data to make instructional decisions. • School meetings reflect recurring attention to student performance data. • Principals identify changes in practice within their teams or departments based on performance data analyses. Principals and teachers make presentations to colleagues on uses of performance data to modify instructional practices. • Principals can describe their participation in planning and goal setting processes. • Goals relevant to principals’ and teachers’ actions are evident and accessible. • Principals and teachers can articulate the goals for their achievement which emerged from planning.

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| <ul style="list-style-type: none"> • Presentations to principals provide recurring updates on the status of plan implementation and progress toward goals. • Schedules for classroom observation document monitoring of instruction in schools. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies. • Notes and memorandum from follow-up conferences regarding feedback. | <ul style="list-style-type: none"> • Principals and teachers track their progress toward accomplishment of the stated goals. Principal and department meetings' minutes reflect attention to evidence of student improvements. • Learning goals routinely identify performance levels above the targeted implementation level. • Principal meeting agendas or memoranda reflect follow-up actions based on feedback from the district administrator's monitoring on • FEAPs, teacher evaluation indicators, or research-based strategies. |
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Unsatisfactory Description

Unsatisfactory: Leader's actions or impact of leader's actions relevant to this core practice are minimal or are not occurring, or are having an adverse impact

Evaluation Focus: Student results for which the leader is responsible are consistently below expectations. Attributes of the district administrator unsatisfactory on this core practice include:

- The district administrator is hesitant to intrude or is indifferent to decisions in the school/classroom that are at variance from the requirements of academic standards in the course descriptions.
- School/classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements.
- The district administrator is unaware of or indifferent to the data about student and adult performance or fails to use such data as a basis for making decisions.
- Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.
- The district administrator focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.
- Evidence of student improvement is not routinely gathered and used to promote further growth.
- The district administrator has not taken decisive action to change time, principal and teacher assignment, curriculum, leadership practices, or other variables to improve student achievement.
- The district administrator does not create or support high academic expectations by accepting poor academic performance.
- The district administrator fails to set high expectations or sets unrealistic or unattainable goals.
- Monitoring does not comply with the minimum requirements of the district's evaluation system.
- Monitoring is not focused on principal proficiency in research based instructional and leadership strategies.
- Informal feedback is rare, nonspecific, and not constructive. There is no or only minimal monitoring that results in feedback on proficiency.
- District and state supported initiatives are not supported by the district administrator with any specific plans, actions, feedback, or monitoring.
- The district administrator is unaware of what state and district initiatives are expected to be implemented at the district and/or school levels.
- The percentage of principals and teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.
- There is no evidence of improvement in student growth measures for most of the principals and teachers rated as needs improvement or unsatisfactory.
- No actions other than use of slogans and exhortations to succeed are taken by the district administrator to address practices and process that actually enable success.
- MTSS is not operational in most classes in the schools.
- The district administrator does not identify nor implement strategies to understand the causes of subgroup achievement gaps.

- No changes in practices or processes have been implemented under the district administrator’s direction that are designed to address achievement gaps.
- The district administrator does not apply the process of inquiry and/or develop processes that generate greater understanding of the district’s current systems and their impact on sub-group academic achievement.

Leadership Evidence	Impact Evidence
<p>Evidence of proficiency on this core practice may be seen in the leader’s behaviors or actions.</p> <p><u>Illustrative examples of such evidence may include, but are not limited to the following:</u></p>	<p>Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community.</p> <p><u>Illustrative examples of such evidence may include, but are not limited to the following:</u></p>
<ul style="list-style-type: none"> • Agendas, memoranda, etc. reflect leader’s communications to principals on the role of state standards in curriculum, lesson planning, and tracking student progress. • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to principals and teachers on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on school/principals’ proficiencies and professional learning needs are reflected in presentations to principals on instructional improvement needs. • Agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Presentations to principals provide recurring updates on the status of plan implementation and progress toward goals. • Schedules for classroom observation document monitoring of instruction in schools. 	<ul style="list-style-type: none"> • Principals’ meeting records verify recurring review of progress on state standards. • Principals use performance data to make instructional decisions. • School meetings reflect recurring attention to student performance data. • Principals identify changes in practice within their teams or departments based on performance data analyses. Principals and teachers make presentations to colleagues on uses of performance data to modify instructional practices. • Principals can describe their participation in planning and goal setting processes. • Goals relevant to principals’ and teachers’ actions are evident and accessible. • Principals and teachers can articulate the goals for their achievement which emerged from planning. • Principals and teachers track their progress toward accomplishment of the stated goals. Principal and department meetings’ minutes reflect attention to evidence of student improvements.

- Records or notes indicate the frequency of formal and informal observations.
- Data from classroom walkthroughs is focused on high-effect size strategies.
- Notes and memorandum from follow-up conferences regarding feedback.

- Learning goals routinely identify performance levels above the targeted implementation level.
- Principal meeting agendas or memoranda reflect follow-up actions based on feedback from the district administrator's monitoring on
- FEAPs, teacher evaluation indicators, or research-based strategies.

Scale Levels

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

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**