

## District Operational Leader Evaluation System



**2024-2025**

A comprehensive System for Professional Development and Annual Evaluation of District Level Operational Leaders with criteria including Student Performance Results, The Florida Principal Leadership Standards, Deliberate Practice Growth Plan, and Statutory Requirements.

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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

## 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.

# Introduction

This document defines the performance appraisal system for Operational 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 Operational 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 Operational Leader Assessment (ODLA) and an additional Metric – Deliberate Practice Growth Plan. The ODLA 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 Operational 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 Operational 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. Final Scores are maintained in Skyward.

**OPERATIONAL DISTRICT LEADERS**

Assistant to the Superintendent  
Assistant General Counsel  
Building Code Administrator  
Chief Communications Officer  
Chief Financial Officer  
Chief Operations Officer  
Chief of Safety and Security  
Coordinator, Custodial Services  
Coordinator, Employee Benefits  
Coordinator, Growth Management Land Acquisition & Inter Government Relations  
Coordinator of Payroll  
Coordinator, Recruitment and Retention  
Coordinator, Student Assignment  
Coordinator, Transportation  
Deputy Chief of Safety and Security  
Director of Child Nutrition Services  
Director, Employee Relations  
Director, Financial Operations  
Director, Financial Reporting  
Director, Food Service  
Director, Human Resources  
Director, Maintenance Building Services and Projects  
Director, Recruitment & Retention  
Director, Risk Management & Employee Benefits  
Director, Safety and Security  
Director, Strategic Planning & Research  
Director, Student Assignment  
Director, Transportation  
Executive Director, Human Resources  
Legal Counsel

## 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 Operational Leader Evaluation System to every operational 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.

## REFERENCE LIST

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

### MULTI-DIMENSIONAL DISTRICT LEADERSHIP FRAMEWORK: Illustrative references

#### 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

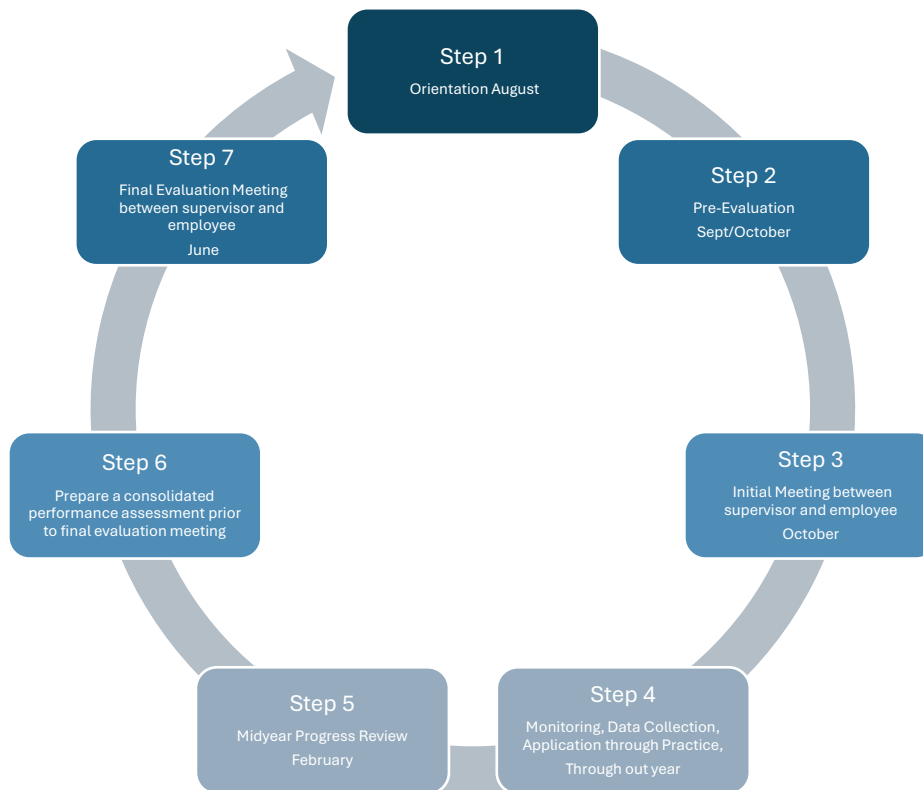
The district leader takes actions to ensure that others receive recurring feedback on their proficiency in high effect size strategies.

## 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.



## 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.

### 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 (DPP) is developed for each administrator based on data. (The DPP guides the 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 supervisor will complete the end of year appraisal at this conference. Prior to the conference the administrator will complete the self-assessment portion of the form and prepare to discuss the impact of the

## Evaluation Rating Criteria

The administrator performance evaluation system differentiates four levels of performance.

- (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:

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

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

## Forms

The following forms will be used for the District Operational Leader. A copy of each form is included in the guide and can be found on the Employee Tab of the SLPS webpage under Evaluation System Resources or in the district Forms Database. All parts of the evaluation process digital forms are in the digital platform Observation.

- Operational District Leaders
- Operational District Administrator Assessment Form
- Operational District Administrator Standards Rubric
- Deliberate Practice Growth Target
- Comments Page
- SLPS Assessment Input Form

**ST. LUCIE PUBLIC SCHOOLS, FLORIDA**  
**Operational District Leader Evaluation System**

Name:		Learning Plan <input type="checkbox"/>	Mid Year <input type="checkbox"/>	End of Year <input type="checkbox"/>	Learning Plan Area of Focus	Self-Assessment	Unsatisfactory (0)	Needs Improvement (1)	Effective (2)	Highly Effective (3)
Position:										
School:			School Year:							
Supervisor:										
<b>Leadership in Assigned Area of Responsibility</b>										
<ul style="list-style-type: none"> <li>Promotes a positive work culture</li> <li>Demonstrates knowledge and applies best practices in assigned area(s) of responsibility</li> <li>Inspires confidence, trust, and generates commitment to the vision and mission</li> </ul>										
<b>Managing the Work Environment in Assigned Area of Responsibility</b>										
<ul style="list-style-type: none"> <li>Manages the organization, operations, facilities, and resources in ways that maximize the use of resources</li> <li>Promotes a safe, efficient, legal, and effective working environment</li> </ul>										
<b>Productivity/Accountability</b>										
<ul style="list-style-type: none"> <li>Productively and efficiently manages volume of work assigned to area</li> <li>Builds individual accountability so staff feels ownership and alignment with the vision and goals of the school district</li> <li>Uses a variety of benchmarks and feedback measures to ensure accountability for all direct reports</li> </ul>										
<b>Communication</b>										
<ul style="list-style-type: none"> <li>Actively listens and expresses ideas clearly orally, in writing, and in multi-media presentations for a variety of audiences</li> <li>Provides opportunities for two-way communication with internal and external customers (students, staff, parents and community members)</li> </ul>										
<b>Decision Making Strategies</b>										
<ul style="list-style-type: none"> <li>Plans effectively, using critical thinking and problem solving techniques</li> <li>Collects and analyzes data as the basis for decisions to support continuous improvement</li> </ul>										
<b>Technology</b>										
<ul style="list-style-type: none"> <li>Researches and evaluates technological enhancements applicable to assigned areas</li> <li>Uses and promotes technology and electronic tools in assigned areas of responsibility</li> </ul>										
<b>Human Resource Development</b>										
<ul style="list-style-type: none"> <li>Recruits, selects, and retains effective personnel</li> <li>Monitors and coaches employee performance and takes action as needed</li> <li>Designs and implements comprehensive professional growth plans for him/herself and all direct reports</li> </ul>										
<b>Ethical Leadership</b>										
<ul style="list-style-type: none"> <li>Acts with integrity, fairness and honesty in an ethical manner</li> </ul>										
<b>Change</b>										
<ul style="list-style-type: none"> <li>Systematically considers more effective ways of doing things</li> <li>Is reflective and resilient in the role of a change agent</li> <li>Leads the change process based upon situational awareness and pacing of various change initiatives</li> </ul>										
<b>Vision</b>										
<ul style="list-style-type: none"> <li>Has a vision for the assigned area of responsibility that is aligned with and supports the District's vision</li> <li>Has the knowledge, skills and dispositions to develop, articulate, and implement a shared vision</li> </ul>										
<b>Community and Stakeholder Partnerships</b>										
<ul style="list-style-type: none"> <li>Collaborates with and mobilizes internal and external stakeholders as appropriate</li> <li>Creates and maintains a culture of quality service within the larger organization</li> </ul>										
<b>Diversity</b>										
<ul style="list-style-type: none"> <li>Understands and promotes a culture of inclusivity and acceptance of everyone</li> </ul>										
<b>Quality Support Services to Schools</b>										
<ul style="list-style-type: none"> <li>Demonstrates the expertise, knowledge and qualifications needed to provide high-quality support to schools</li> <li>Provides feedback, information and support in a timely courteous manner in ways that help build capacity at the school level and support school needs</li> <li>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</li> <li>Engages in cross functional support of schools by communicating, cooperating and collaborating in an effort to provide coordinated and planned support systems to schools.</li> </ul>										
					<b>Overall Summary Rating:</b>					
Supervisor's Signature:			Date:		Administrator's Signature:			Date:		

**ST. LUCIE PUBLIC SCHOOLS, FLORIDA**

Name:	Learning Plan <input type="checkbox"/>	Mid Year <input type="checkbox"/>	End of Year <input type="checkbox"/>	Learning Plan Area of	Self-Assessment	Unsatisfactory (0)	Needs Improvement	Effective (2)	Highly Effective (3)
Position:									
School:		School Year:							
Supervisor:									
<b>Leadership in Assigned Area of Responsibility</b>									
<ul style="list-style-type: none"> <li>Promotes a positive work culture</li> <li>Demonstrates knowledge and applies best practices in assigned area(s) of responsibility</li> <li>Inspires confidence, trust, and generates commitment to the vision and mission</li> </ul>									
<b>Managing the Work Environment in Assigned Area of Responsibility</b>									
<ul style="list-style-type: none"> <li>Manages the organization, operations, facilities, and resources in ways that maximize the use of resources</li> <li>Promotes a safe, efficient, legal, and effective working environment</li> </ul>									
<b>Productivity/Accountability</b>									
<ul style="list-style-type: none"> <li>Productively and efficiently manages volume of work assigned to area</li> <li>Builds individual accountability so staff feels ownership and alignment with the vision and goals of the school district</li> <li>Uses a variety of benchmarks and feedback measures to ensure accountability for all direct reports</li> </ul>									
<b>Communication</b>									
<ul style="list-style-type: none"> <li>Actively listens and expresses ideas clearly orally, in writing, and in multi-media presentations for a variety of audiences</li> <li>Provides opportunities for two-way communication with internal and external customers (students, staff, parents and community members)</li> </ul>									
<b>Decision Making Strategies</b>									
<ul style="list-style-type: none"> <li>Plans effectively, using critical thinking and problem solving techniques</li> <li>Collects and analyzes data as the basis for decisions to support continuous improvement</li> </ul>									
<b>Technology</b>									
<ul style="list-style-type: none"> <li>Researches and evaluates technological enhancements applicable to assigned areas</li> <li>Uses and promotes technology and electronic tools in assigned areas of responsibility</li> </ul>									
<b>Human Resource Development</b>									
<ul style="list-style-type: none"> <li>Recruits, selects, and retains effective personnel</li> <li>Monitors and coaches employee performance and takes action as needed</li> <li>Designs and implements comprehensive professional growth plans for him/herself and all direct reports</li> </ul>									
<b>Ethical Leadership</b>									
<ul style="list-style-type: none"> <li>Acts with integrity, fairness and honesty in an ethical manner</li> </ul>									
<b>Change</b>									
<ul style="list-style-type: none"> <li>Systematically considers more effective ways of doing things</li> <li>Is reflective and resilient in the role of a change agent</li> <li>Leads the change process based upon situational awareness and pacing of various change initiatives</li> </ul>									
<b>Vision</b>									
<ul style="list-style-type: none"> <li>Has a vision for the assigned area of responsibility that is aligned with and supports the District's vision</li> <li>Has the knowledge, skills and dispositions to develop, articulate, and implement a shared vision</li> </ul>									
<b>Community and Stakeholder Partnerships</b>									
<ul style="list-style-type: none"> <li>Collaborates with and mobilizes internal and external stakeholders as appropriate</li> <li>Creates and maintains a culture of quality service within the larger organization</li> </ul>									
<b>Diversity</b>									
<ul style="list-style-type: none"> <li>Understands and promotes a culture of inclusivity and acceptance of everyone</li> </ul>									
<b>Quality Support Services to Schools</b>									

- Demonstrates the expertise, knowledge and qualifications needed to provide high-quality support to schools
- Provides feedback, information and support in a timely courteous manner in ways that help build capacity at the school level and support school needs
- 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
- Engages in cross functional support of schools by communicating, cooperating and collaborating in an effort to provide coordinated and planned support systems to schools.

		<b>Overall Summary Rating:</b>	
Supervisor's Signature:	Date:	Administrator's Signature:	Date:

**Operational District Leader Evaluation System  
ST. LUCIE PUBLIC SCHOOLS, FLORIDA  
Operational District Leader  
Evaluation System**

<b>Supervisor's Comments:</b>

<b>Employee's Comments:</b>			
Supervisor's Signature:	Date:	District Administrator's Signature:	Date:

# Deliberate Practice (DP) 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 DP targets will be used for evaluation. The rating received on the year end evaluation for the DP 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 DP 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

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



**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:** \_\_\_\_\_

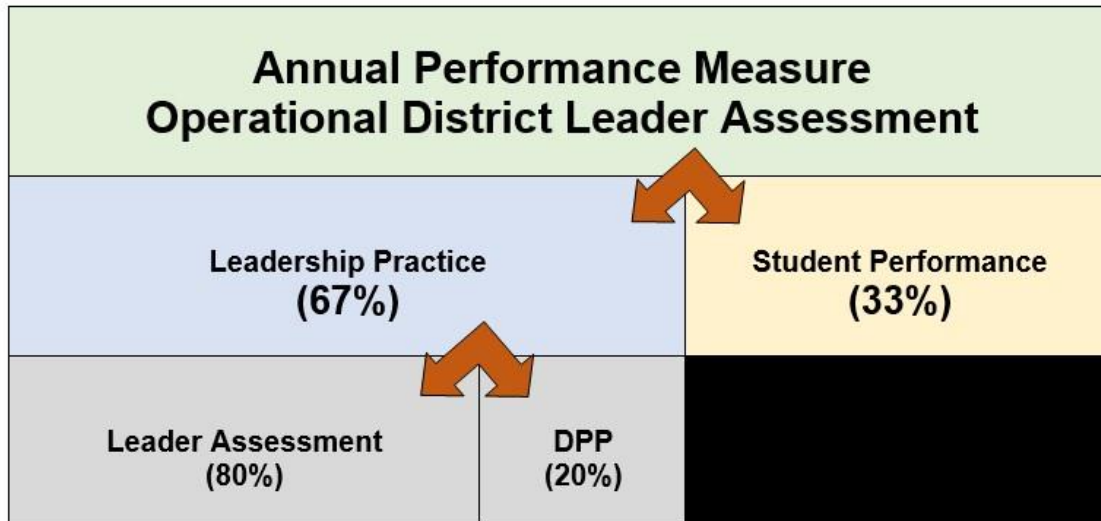
**Date of submission:** \_\_\_\_\_

# Scoring Guide

## Summary of Scoring Processes

1. Score Operational Leadership Standards to determine Leader Assessment rating	Based on rubric in this guide
2. Score Deliberate Practice Growth Plan	Based on rubric in this guide
3. Calculate Leadership Practice Score	Based on Formula in this guide
4. Apply Student Performance Measure Score	Based on District VAM
5. Determine Summative Performance Rating for Operational District Leader Assessment	Combine Leadership and SPM Scores

### Score Derivatives:



## Section One:

# How to Score the Operational District Leader Assessment

### About the District Leader Assessment Scoring Process

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

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

### How to determine a District Leader Assessment Score.

#### Step 1: Rate each Standard

Start with judgments on the indicators. Standards in each area are rated as HE, E, NI, or U based on accumulated evidence.

- To guide the rating decision, illustrative examples of leadership actions are provided.
- Ratings are recorded on the evaluation form provided in digital format in iObservation.

The leader should complete a self-assessment by scoring each of Standards. The evaluator will also score each of the Standards. During the mid-year and the end-of-the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each Standard and calculates an overall Leadership Score.

#### 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 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 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 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 describe 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.

20

## Step 2: Calculate the Operational District Leader Assessment Score

Points are assigned to Standard ratings and scores are converted to a numerical scale. The following point model is used:

STANDARD RATING	POINTS ASSIGNED
Standard rating of Highly Effective	3 points
Standard rating of Effective	2 points
Standard rating of Needs Improvement	1 point
Standard rating of Unsatisfactory	0 points

The Standard scores are added up and an Operational District Leader Assessment score is determined by totaling the Standard Scores and dividing by thirteen (13). The Operational District Leader Assessment Score is converted to an Operational District Leader Assessment Practice Score of HE, E, NI, or U based on this scale:

OPERATIONAL DISTRICT LEADER ASSESSMENT SCORE	OPERATIONAL DISTRICT LEADER ASSESSMENT RATING
<b>2.50 – 3.00</b>	Highly Effective
<b>1.50 – 2.49</b>	Effective
<b>.50 – 1.49</b>	Needs Improvement
<b>0 to .49</b>	Unsatisfactory

## Section Two:

### How to Calculate District Operational Leader Proficiency

Leadership Practice is the calculation of the Leader Assessment Score together with the Deliberate Practice Growth Score.

Leader Assessment Score (Average of 13 Indicators)

\_\_\_\_\_ X .80= \_\_\_\_\_

Deliberate Practice Growth Plan Score:

\_\_\_\_\_ X .20= \_\_\_\_\_

Add Scores together to obtain the Leadership Practice Score \_\_\_\_\_.

Leadership Practice Score Ratings	
Leadership Practice Score Range	Leadership Practice Rating
2.50-3.00	Highly Effective
1.50-2.49	Effective
.50-1.49	Needs Improvement
0-.49	Unsatisfactory

## Section Three:

### How to Calculate a Summative Final District Operational Leader Assessment Performance Level

Step One: Enter the Leadership Practice Score \_\_\_\_\_ X .67= \_\_\_\_\_

Step Two: Enter the Cut Score for Student Performance Measure \_\_\_\_\_ X .33= \_\_\_\_\_

Step Three: Add Leadership Practice and Student Performance Measures to determine the Summative Leadership Assessment Score: \_\_\_\_\_

Step Four: Enter rating on Evaluation form: \_\_\_\_\_

Leadership Practice Score Ratings	
Leadership Practice Score Range	Leadership Practice Rating
2.50-3.00	Highly Effective
1.50-2.49	Effective
.50-1.49	Needs Improvement
0-.49	Unsatisfactory

# District Operational Leadership Standards

## THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS

### OPERATIONAL DISTRICT LEADERSHIP STANDARDS LEADERSHIP IN ASSIGNED AREA OF RESPONSIBILITY

High Performing Leaders promote a positive work culture, demonstrate knowledge and apply best practices in assigned areas of responsibility, and inspire confidence, trust, and generate commitment to the vision and mission of the district.

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Promotes a Positive Work Culture</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>Leader models positive relationships with staff and customers, and is highly visible with a warm, inviting office.</p> <p>Leader engages staff during meetings and sets a positive tone in the workplace. Staff, direct reports, and leader work collaboratively.</p> <p>Leader personally relates to staff with rounding, thank you notes, and phone calls. Leader plays a central role in promoting a climate of respect and support for everyone. The leader recognizes and celebrates the contributions of staff.</p>	<p>Leader and staff occasionally meet with a focused agenda to collaboratively address department issues and improvement. There is some evidence of tangible efforts to recognize staff and convey that they are valued.</p>	<p>Leader does not address indicators of a negative work culture (i.e. we prefer to work by ourselves, we must protect our territory, we focus on activity instead of results, we do not connect our work to student learning), nor is there evidence of attempts to create a positive work culture.</p>

<p><b>Demonstrates Knowledge and Applies Best Practices in Assigned Areas of Responsibility</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>Leader takes a leadership role in the planning and/or implementation of professional development opportunities for him/herself and staff.</p> <p>Leader recognizes exemplary performance of staff. Leader is actively involved with staff in identifying and implementing ideas for continuous improvement. Leader demonstrates a high priority for activities focused on the support and monitoring of excellence in assigned areas.</p> <p>Leader routinely talks to customers about what is working and what is not.</p> <p>Leader takes initiative to address problem areas.</p>	<p>On occasion, leaders make decisions to purchase and/or implement programs without fully determining the alignment with the mission and department goals.</p> <p>Leader acknowledges needed growth in knowledge of job responsibilities. There is a need for the leader to increase knowledge of assigned areas of responsibility through the completion of a professional development plan.</p>	<p>Leader is unable to explain the rationale or interrelatedness behind major department initiatives.</p> <p>Leader does not keep abreast of current trends in assigned area and does not participate in professional development opportunities to enhance his/her own knowledge.</p>
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**MANAGING THE WORK ENVIRONMENT IN ASSIGNED AREA OF RESPONSIBILITY**

High Performing Leaders manage the organization, operations, facilities, and resources in ways that maximize the use of resources and promote a safe, efficient, legal, and effective work environment.

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Manages the Organization, Operations, Facilities and Resources in Ways that Maximize the Use of Resources</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>Leader ensures that staff has the necessary materials, equipment, and opportunities for development; fairly allocates fiscal, human, and material resources and develops an efficient budget planning process that provides for the input of staff and other stakeholders.</p> <p>Leader solicits ideas from staff to improve utilization of all resources.</p> <p>Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;</p>	<p>The leader directs staff regarding the scheduling of work schedules, the allocation of fiscal, human, and material resources, and the development of the budget and related staffing.</p> <p>The leader addresses problems related to these functions as they become apparent but does not develop adequate systems that prevent the recurrence of the problems.</p>	<p>The daily work schedule does not demonstrate appropriate utilization of resources. Staffing decisions are not responsive to identifiable department productivity needs. Staff generally perceives that the allocation of fiscal, human, and material resources is neither fair nor equitable. Programs lack adequate materials. The budget is developed without an efficient budget planning process.</p>
<p><b>Promotes a Safe, Efficient, Legal and Effective Work Environment</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>Leader establishes and enforces clear rules, procedures, and routines; ensures the workplace is a safe environment and in compliance with state and federal mandates.</p> <p>Leader actively monitors key indicators of a safe environment and develops procedures and practices to address concerns as</p>	<p>Leaders have developed some rules, procedures, and routines to ensure a safe environment; however, the leader does not consistently reinforce and monitor these rules and procedures. The leader’s management and application of contractual agreements and legal requirements, demonstrates the need for further understanding.</p>	<p>Leader does not develop and administer policies, rules, and routines to provide a safe work environment; does not ensure that workplace is following state mandates; takes an adversarial approach to managing contractual agreements.</p>

		<p>they become evident. The leader empowers all staff to proactively address issues of workplace safety.</p> <p>The leader effectively manages contractual agreements, state, and federal compliance guidelines, and addresses potential problems.</p> <p>The leader understands how to apply legal principles to promote workplace protections.</p>		
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THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS

**PRODUCTIVITY/ACCOUNTABILITY**

High Performing Leaders productively and efficiently manage the volume of work assigned to the area, build individual accountability so staff feels ownership and alignment with the vision and goals of the school district, and use a variety of benchmarks and feedback measures to ensure accountabilities for all direct reports.

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Productively and Efficiently Manages Volume of Work Assigned to Area</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization. The</p>	<p>A monitoring plan is constructed that supports using data from multiple sources to evaluate the effectiveness of organizational operations.</p> <p>The leader shares the information with all staff and facilitates adjustments in work processes as necessary.</p> <p>The leader is highly visible and has frequent interactions with staff, collecting data related to productivity and work volume.</p>	<p>There is evidence that the leader can articulate the effectiveness of the relevant department data/measures of work volume, but the data is not always fully integrated into the decision-making process.</p> <p>The leader is visible in the department and has some contact with staff and customers.</p>	<p>leader is unable to articulate relevant department data/measures of work volume, is not actively engaged in a plan to involve all staff in department productivity and makes little or no effort to monitor or evaluate workplace productivity. The leader is not visible in the department; and/or has little contact with staff and customers.</p>
<p><b>Builds Individual Accountability so Staff Feels Ownership and Alignment with the Vision and Goals of the School District</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader systematically aligns individual and collective productivity to meet the goals of the department.</p> <p>The leader effectively builds staff commitment to department goals and the district’s vision.</p> <p>The leader meets frequently with staff and customers to analyze productivity/work volume and the impact on goal achievement.</p>	<p>The leader occasionally promotes or supports the direct connection between individual accountability and work productivity. There is some evidence that the leader uses coaching to identify and address productivity concerns.</p>	<p>The leader cannot delineate systems to assess department needs and the impact on productivity/work volume. The leader is unaware of how to build individual accountability or staff ownership/alignment with department goals.</p>

<p><b>Uses a Variety of Benchmarks and Feedback Measures to Ensure Accountability for All Direct Reports</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader promotes and participates in multiple strategies with staff that set clear expectations and provides periodic feedback on progress toward those outcomes.</p> <p>Appropriate supervisory and coaching models are used to improve performance. Staff are engaged in professional development.</p> <p>The leader promotes a culture of individual accountability with recognition of specific contributions, so staff feels ownership of the department's vision and goals.</p>	<p>The leader sets clear expectations for employees. Supervisory models tend to be focused on deficiency areas of some staff members with little attention to improving satisfactory performance.</p>	<p>The leader does not provide constructive feedback regarding individual performance of staff and generally does not use supervisory and coaching models to establish individual accountability.</p>
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**COMMUNICATION**

High Performing Leaders actively listen and express ideas clearly orally, in writing, and in multi-media presentations for a variety of audiences and provide opportunities for two-way communication with internal and external customers (students, staff, parents, and community members).

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Actively Listens and Expresses Ideas Clearly Orally, in Writing, and in Multimedia Presentations for a variety of Audiences</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>Leader possesses verbal and written skills to communicate with clarity, conciseness and appropriateness to multiple audiences.</p> <p>Leader effectively uses a variety of visuals to enhance the delivery of the message. Multi-media presentations use a variety of elements that are purposefully selected to enhance the impact.</p>	<p>Writing and verbal skills show a central idea or focus with relevant supporting information. There is evidence of inconsistent adaptability to the intended audience and efforts to solicit feedback.</p>	<p>There is a lack of focus and clarity in verbal and written communication. There may be errors of grammar and/or conventions.</p>
<p><b>Provides Opportunities for two-way Communication with Internal and External Customers (Students, Staff, Parents, and Community Members)</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader conducts frequent interactions with internal and external customers including personal visits and calls, and the use of technology where appropriate. Staff meetings include open, two-way discussions.</p> <p>The leader engages in active listening with internal and external customers and uses reflective questioning strategies to seek feedback.</p>	<p>Internal and external customers receive a respectful hearing when they initiate a conversation with the leader.</p> <p>Limited time and/or willingness for open discussion are afforded to internal and external customers.</p>	<p>Little or no evidence of interaction with internal/external customers for the purpose of feedback, decision-making, or positive relationship building.</p> <p>Leader is frequently unavailable for concerns and/or questions.</p>

**DECISION-MAKING STRATEGIES**

High Performing Leaders plan effectively, using critical thinking and problem-solving techniques, and collect and analyze data as the basis for decisions to support continuous improvement.

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Plans Effectively, Using Critical Thinking and Problem Solving Techniques</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader demonstrates strategic planning using effective group- process and consensus-building skills.</p> <p>The leader clarifies the decision-making method for major decisions and shares decisions with staff, using data to the greatest extent possible to support those decisions.</p> <p>The leader provides time for problem solving and promotes the development of collaborative skills with staff.</p>	<p>The leader varies in the application of effective planning techniques which may result in decisions and actions that are perceived as arbitrary, reactive, or less than positive. The leader is sometimes late in meeting required deadlines.</p>	<p>Ineffective planning procedures are employed by the leader such as planning done in isolation, reactive rather than proactive, delegating tasks without clear outcomes.</p> <p>The lack of effective planning techniques may lead to decisions and actions with unintended consequences.</p>
<p><b>Collects and Analyzes Data as the Basis for Decisions to Support Continuous Improvement</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader can specifically document examples of decisions to support continuous improvements that have been made on the basis of data analysis.</p> <p>The leader engages all staff in the analysis of data and facilitates the identification of priority needs and the continuous refinement of improvement efforts based on the data.</p> <p>There is clear evidence of the use of data in making leadership decisions.</p>	<p>Some decisions related to continuous improvement are based on work volume and productivity data, but many decisions are the result of personal preference, tradition or the opinions of others.</p> <p>The leaders is aware of district and department results and have discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>Important work volume/ productivity data is not collected on a routine basis. Decisions impacting productivity do not appear to be related to department goals.</p>

**THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS**

**TECHNOLOGY**

**High Performing Leaders research and evaluate technology enhancements applicable to assigned area, use, and promote technology and electronic tools in assigned areas of responsibility.**

<b>Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p><b>Researches and Evaluates Technology Enhancements Applicable to Assigned Areas.</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader uses technology tools to access, collect and analyze data, interpret results, and communicate findings. Department productivity and efficiency are enhanced as a result of technology. In addition, the leader actively sets expectations with staff that technology tools be used.</p> <p>The leader uses technology tools (i.e., email, presentation software, electronic phone messaging) to communicate with internal and external customers.</p>	<p>The leader is able to use technology tools to manipulate and analyze data and conduct targeted searches for information.</p> <p>The leader uses email, electronic phone messaging and some presentation software to communicate to internal and external customers.</p>	<p>The leader does not use new/enhanced technology to assist in the management of the department.</p> <p>The leader relies on others to use technology tools. Most communication in the department is handled through paper.</p>
<p><b>Uses and Promotes Technology and Electronic Tools in Assigned Areas of Responsibility</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader actively plans for, monitors, and supports the use of technological resources and tools throughout the department to enhance productivity and efficiency.</p> <p>The leader models the use of technology for staff. The leader actively seeks technology resources and tools to enhance productivity/efficiency and collaborates with others to evaluate</p>	<p>The leader is knowledgeable in the operational use of technological resources and tools in the department with limited focus on productivity impacts. The leader is aware of how staff are using technology to achieve the department mission.</p>	<p>The leader does not integrate the use of technological tools to achieve the department mission.</p>

		effectiveness of the technology.		
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THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS

**HUMAN RESOURCE DEVELOPMENT**

High Performing Leaders recruit, select, and retain effective personnel, monitor and coach employee performance and take action as needed. High Performing Leaders design and implement comprehensive professional growth plans for themselves and all direct reports.

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Recruits, Selects, and Retains Effective Personnel</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader proactively participates in the identification of staffing needs and facilitates the plan to recruit/select staff using district procedures. Staff induction is embedded in the specific department culture, is linked to district procedures, and sets an expectation for the staff member's success.</p> <p>The leader systematically collects information about staff members that supports a personalized approach to the creation of a positive work environment.</p>	<p>The leader identifies staffing needs through the staffing process and implements selection/hiring practices. The orientation of new staff provides basic information and there is occasional follow-up with new staff.</p>	<p>The leader elects to have little or no involvement in the selection and retention of staff. Selection and hiring practices may violate district procedures. If there are higher than normal levels of resignations and/or voluntary transfers, no effort is made to analyze the situation.</p>
<p><b>Monitors and Coaches Employee Performance and Takes Action as Needed</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader demonstrates deliberate support for new department hires.</p> <p>The leader provides opportunities for staff to seek successful practices from other employees and departments.</p> <p>The leader proactively coaches employees for successful outcomes.</p>	<p>The leader demonstrates support for mentor programs that may result in varied levels of effectiveness. Reactionary employee coaching is evident.</p>	<p>There is little evidence of mentorship or other partnership programs designed to improve individual performance</p>

<p><b>Designs and Implements Comprehensive Professional Growth Plans for Him/Herself and all Direct Reports</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader ensures that all staff is afforded opportunities for professional development and growth in their area of job responsibility.</p> <p>The leader collaborates with staff to create varied opportunities for internal growth.</p> <p>The leader actively participates in staff development. The leader coaches employees on advancement opportunities and position requirements.</p>	<p>The leader works with staff to create opportunities for participation in development experiences following district requirements.</p> <p>Input is collected from staff and consideration is given to staff feedback in the development of the professional development plans.</p>	<p>The leader does not promote a learning environment, and there is little evidence that professional development is occurring. The leader does not routinely participate in staff development activities.</p>
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THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS

**ETHICAL LEADERSHIP**

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Acts with Integrity, Fairness and Honesty in an Ethical Manner</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader serves as a role model by taking responsibility for department operations and considering the impact of his/her actions on others.</p> <p>Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;</p> <p>Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;</p> <p>Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C</p> <p>The leader treats all people fairly, equitably, and with dignity and respect, and using the influence of his/her position to enhance the District’s reputation.</p> <p>The leader acknowledges decision making challenges that raise issues of fairness seeks input from others before making a final decision.</p> <p>Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section</p>	<p>The leader acts in a manner consistent with stated values and beliefs related to integrity, fairness and honesty. The leader is aware of how his/her actions may be perceived by others.</p>	<p>There is evidence that the leader has taken actions that call to question the commonly accepted tenets of integrity, fairness and/or honesty.</p>

		1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;		
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS**

**CHANGE**

**High Performing Leaders systematically consider more effective ways of doing things, are reflective and resilient in the role of change agent and lead the change process based upon situational awareness and pacing of various change initiatives.**

<b>Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Systematically Considers More Effective Ways of Doing Things</b>	This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.	Leader effectively and systematically implements continuous improvements in the department and can facilitate the change that results in successful outcomes.	Leaders consider more effective ways of doing things but may not fully understand the impact the change will have or how to implement the change.	The leader is unable/unwilling to articulate the impact of change within or outside the organization. The leader is not always open to considering more effective ways of doing things.
<b>Is Reflective and Resilient in the Role of Change Agent</b>	This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.	<p>The leader consistently seeks feedback from others, demonstrating a willingness to improve.</p> <p>The leader is aware of how he/she is perceived by others in the role of change agent.</p> <p>The leader exhibits a resilience to persevere and overcome setbacks.</p>	The leader seeks opportunities to reflect with colleagues and staff. The leader may change his course of action when confronted with a setback or obstacle. The leader strives to develop an accurate understanding of how he/she is viewed by others and the impact this perception has relative to change initiatives.	The leader demonstrates a lack of perseverance and is generally unwilling to continue when occasional setbacks occur.
<b>Leads the Change Process Based Upon Situational Awareness and Pacing of Various Change Initiatives</b>	This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.	<p>The leader systematically considers more effective and efficient ways of doing things. Processes that support the pace of change implementation and internal/external feedback are clearly evident.</p> <p>The leader recognizes the interconnectedness of all dimensions of department operations and the fact that changes in one dimension will influence all others.</p>	The leader addresses change and demonstrates an awareness of situational factors and the pace that individuals can accommodate new ways of working. There is evidence of a plan or strategy to affect the required change.	The leader demonstrates a reluctance to challenge the status quo and relies on the explanation of “that’s the way we have always done it”. When change is required because of state or district requirements, the leader portrays the changes negatively with a focus on blaming outside groups. Actions by the leader related to change initiatives are reactive and fragmented in nature.

# THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS

## VISION

High Performing Leaders have a vision for the assigned area of responsibility that is aligned with and supports the district’s vision and have the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision.

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<b>Has a Vision for the Assigned Area of Responsibility that is Aligned with and Supports the District’s Vision.</b>	This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.	<p>The leader deliberately aligns relevant visions to the vision and goals of the department.</p> <p>The leader’s decisions are consistent with and support the vision, mission, and strategic priorities of the district.</p> <p>Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;</p>	The leader communicates relevant visions to stakeholders. The leader’s decisions are linked to the vision, mission and priorities of the district.	The leader has not facilitated the development and communication of ideals that direct the work of the department. The leader is unaware of or disconnected from the district’s vision, mission and strategic priorities.
<b>Has the Knowledge, Skills, and Dispositions to Develop, Articulate, and Implement a Shared Vision</b>	This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.	<p>The leader creates a vision that becomes the reality for the department and demonstrates his/her personal commitment to the vision.</p> <p>Every staff member understands his/her role in achieving the vision.</p> <p>The leader secures commitment from the staff in support of department’s goals.</p>	<p>There is evidence of a cohesive staff taking ownership of the department’s goals and improvement efforts. There are links between department and district goals.</p> <p>The leader shares a personal commitment to internal and external customers.</p>	The leader does not communicate a compelling purpose for the department. There is little or no alignment between the district’s stated priorities and the direction of the department. There is little or no sense of ownership and active engagement in addressing department goals.

**THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS**

**COMMUNITY AND STAKEHOLDER PARTNERSHIPS**

**High Performing Leaders collaborate with and mobilize internal and external stakeholders as appropriate and create and maintain a culture of quality service within the larger organization.**

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Collaborates with and Mobilizes Internal and External Stakeholders as appropriate</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader collaborates with key stakeholders in the planning, development, and implementation of activities which affect the department.</p> <p>There are effective structures in place that are routinely utilized by stakeholders to offer input and feedback in department operations.</p> <p>The leader is responsive to this feedback.</p> <p>The leader establishes partnerships with others that support the accomplishment of department goals.</p>	<p>The leader develops a plan to interact with stakeholders to ensure success of department operations.</p> <p>There are structures in place for stakeholders to offer input and feedback in department operations. The leader responds to diverse community interests and needs.</p>	<p>The leader fails to involve stakeholders in decisions affecting the department.</p> <p>There is little or no evidence of structures in place for stakeholders to offer input in department operations.</p> <p>The leader ignores or responds ineffectively to diverse community interests and needs.</p>
<p><b>Creates and Maintains a Culture of Quality Service Within the Larger Organization</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader and all staff members are aligned with the customer service vision for organizational excellence.</p> <p>The leader systematically measures customer service and holds staff accountable to those measures.</p> <p>The leader responds to customer service feedback.</p>	<p>The leader keeps his/her superior aware of significant issues, challenges, and accomplishments to influence quality service.</p> <p>The leader demonstrates the ability to bring together resources to positively impact department operations.</p> <p>The leader is open to customer service feedback.</p>	<p>The leader ignores or poorly handles policy decisions from superiors.</p> <p>The leader ignores or is apathetic to feedback from internal and external stakeholders.</p>

THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS

**DIVERSITY**

*High Performing Leaders promote a culture that celebrates and include everyone.*

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>Promotes a Culture that Celebrates and Includes Everyone</b></p>	<p>This designation represents performance that not only meets the expectations of effective but means that the administrator has gone beyond the requirements of his/her position to build capacity in others for the benefit of the entire organization.</p>	<p>The leader attracts, develops, and retains a diverse workforce by creating a culture and climate of respect.</p> <p>The leader models this attribute during meetings and professional learning.</p> <p>There is participation by and acceptance of everyone in the workplace.</p>	<p>The leader sets expectations to ensure the district's policies on discrimination and harassment are in place and enforced equally among all participants in the department.</p> <p>The workplace culture reflects acceptance.</p>	<p>The leader fails to enforce the district's policies prohibiting discrimination and harassment.</p> <p>The workplace culture does not demonstrate acceptance.</p>

**THE SCHOOL BOARD OF ST. LUCIE COUNTY OPERATIONAL DISTRICT LEADERSHIP STANDARDS**

**HIGH QUALITY SUPPORT SERVICES TO SCHOOLS**

*High Performing Leaders provide consistent, quality, coordinated differentiated support to all schools. Leaders know and understand the unique characteristics and challenges of each school and act in ways that contribute school and district improvement*

<b>Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p><b>The district leader demonstrates the expertise, knowledge, and qualifications needed to provide high-quality support for schools. This includes providing differentiated feedback, information, and support in a timely, courteous manner, brokering services that build capacity at schools and engaging in cross functional support by collaborating with other departments.</b></p>	<p>The leader routinely shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders’ focus on teaching and learning.</p>	<p>The leader clearly defines his/her role in supporting teaching and learning in schools and can describe the expertise, knowledge and qualifications needed in order to provide consistent quality support.</p>	<p>The leader has taken some decisive actions to make some changes in their leadership practices, but additional actions are needed to generate consistent, high-quality support for all schools.</p>	<p>The leader fails to provide evidence of consistent, high-quality support to schools.</p>

## District How-To Guides

Before completing a final evaluation, the supervisor **must complete an observation** and finish the employee's [District Leader's Growth Plan](#) first.

### Step One: Conduct an Observation.

#### Quick Start Guide: Observations

##### A. Conduct an Observation

1. Click **Observations**.
2. Click **Conduct**.
3. **Locate** the learner's name in the list.
4. *Optional:* You may reorder, search and/or filter to find the name in the list.
5. Click the **Forms** button.
6. Select a **Form** from the drop-down menu.
7. *Optional:* Set a default form by clicking Select Default Form and choosing a form from the drop-down menu.
8. *Optional:* Once the default is set, skip steps 5-6 by clicking Begin.
9. The **Table of Contents** appears.
10. *Optional:* Change the learner's location using the drop-down menu. If the learner is in only one building, the observer does not need to make a selection.
11. *Optional:* Choose the type of observation, whether or not the observation counts towards evaluation, or update the start date of the observation.  
Note: options will vary by organization and/or form.
12. Click a look-for in the list to begin collecting data.
13. Add data to the form by typing comments, adding information, etc.
14. *Optional:* Add more look-fors by repeating steps 12-13 by either clicking Back to Table of Contents or opening the Form Map.
15. *Optional:* Click Cancel to exit the observation without saving.
16. *Optional:* Click Save and Close to save a draft of the form then return to the Conduct list view.
17. *Optional:* Click Save Draft to save the observation and edit at another time.
18. *Optional:* Send a notification email to the learner.
19. *Optional:* Type an additional message.
20. Click **Finish** to end the observation. Confirm the observation details in the dialog box that appears. Completed observations are not editable.

## Step Two: Close the District Leader's Growth Plan.

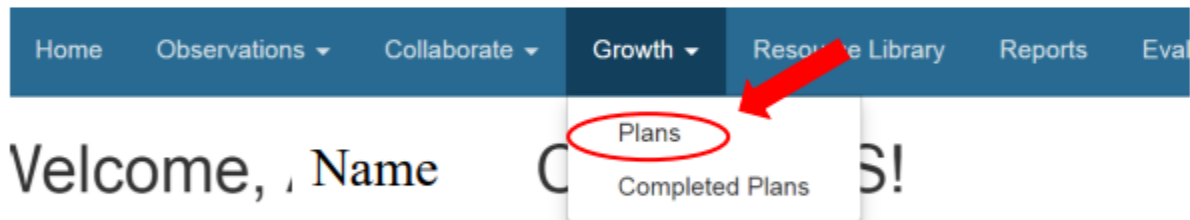
Make sure you have *completed this whole process*. The first NINE steps take place in September-October. Steps 10-11 take place before the midyear. Steps 12-15 take place prior to the final evaluation. *Do not close the growth plan until you have completed the observation for the employee.*

### How to for **District Leader Growth Plans** **SUPERVISOR/EVALUATOR AND ADMINISTRATOR**

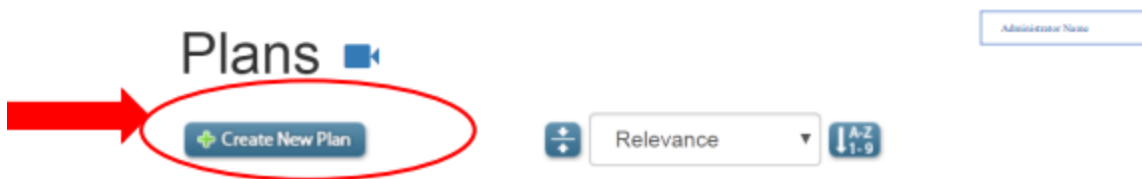
*For the purpose of this reference guide:*

- **SUPERVISOR/EVALUATOR** = the individual who responsible for evaluating the performance of the Administrator
- **ADMINISTRATOR** = the individual who is being evaluated

1. **ADMINISTRATOR** will click on **Growth** and then **Plans**.



2. **ADMINISTRATOR** will select "Create New Plan".



- ADMINISTRATOR** starts the plan by taking the self assessment by clicking on the “St Lucie Instructional or Operational District Leader Evaluation System” form. Administrator selects the form that corresponds to their position i.e District Instructional Leader or Operational Leader.

## Create New Growth Plan

[Back to Plans](#)

Print

### Step 1: Take Self-Assessment

Conduct a self-assessment with the Marzano School Leader Evaluation Model (v2) form for leaders. Try to rate yourself on all elements. Your input here will be used to recommend target elements for your growth plan.

Remaining Self-Assessments:

+ [St. Lucie Operational District Leader Evaluation System](#)

- ADMINISTRATOR** should see the appropriate District Leader Form. Open the form and self-assess current knowledge and performance in each indicator. You must complete Step 1 (“Finish”) before the system will allow you to move to Step 2.

St. Lucie Operational District Leader Evaluation System

Operational District Leader Evaluation System

- 1 Leadership in Assessed Area of Responsibility
- 2 Managing the Work Environment in Assessed Area of Responsibility
- 3 Data-Driven Accountability
- 4 Communication
- 5 District/Multi-Site/Region
- 6 Instruction
- 7 Human Resource Development
- 8 Fiscal Leadership
- 9 Culture
- 10 Vision
- 11 Community and Stakeholder Engagement
- 12 Quality
- 13 Quality Student Services in District

or

St. Lucie Instructional District Leader Assessment Conference

<p>Core Practice 1. Defines Results</p> <p>*****.00 *****.00</p>	<p>Core Practice 2. Customizes Improvement of Teachers and Learning</p> <p>*****.00 *****.00 *****.00 *****.00 *****.00 *****.00</p>	<p>Core Practice 3. Builds School Leader Sense of Efficacy for School Improvement</p> <p>*****.00 *****.00 *****.00 *****.00</p>
<p>Core Practice 4. Uses Data as a Primary System Strategy at the District or School Level</p> <p>*****.00 *****.00 *****.00</p>	<p>Core Practice 5. Promotes Productive Leadership Structures</p> <p>*****.00 *****.00 *****.00 *****.00</p>	<p>Core Practice 6. Maximizes Family and Community Engagement for School Improvement</p> <p>*****.00 *****.00 *****.00</p>
<p>Core Practice 7. Engages in Professional Learning to Improve Leadership Practices and Student Learning Outcomes</p> <p>*****.00 *****.00 *****.00</p>	<p>Core Practice 8. Uses the District's School Administrator Evaluation System Effectively to Support, Monitor, and Evaluate the Effectiveness of School Leaders</p> <p>*****.00 *****.00 *****.00</p>	<p>Core Practice 9. Provides Quality Support Services to Principals and Teachers and Contributes to the Success of All Schools</p> <p>*****.00 *****.00 *****.00 *****.00</p>
<p>Core Practice 10. Functions as a Believable Principal/Supervisor as a District Leader, Supporting Principal and Professional Learning Consistent with Quality Practices in Education and as a Community Leader</p> <p>*****.00</p>		

5. **ADMINISTRATOR** will select the first Target Element and complete the Performance Goal i.e. current level of performance and end of year goal. (You must have one but may have up to two target elements)

Target Elements:

Quality Support Services to Schools

**\*Starting Point:**

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

**\*Final Goal:**

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

6. **ADMINISTRATOR** will then complete the Target Element Questions.

Target Element Questions:

**Why is this target worth pursuing?**

**What is the target?**

**What are the methods?**

**What is the timeline?**

**What are the resources?**

**Save**

**Complete Questions:**

- Why is the target worth pursuing?
- What do you expect to know or be able to do.....?
- What do you hope to learn?
- A general description of how you will go about.....
- State your growth goal for this element

Don't forget to "Save"

7. **ADMINISTRATOR** will complete Step 3: Identify Action Steps

### Step 3: Outline Action Steps

[Back to Plan](#)

Create a plan for reaching your growth goals by adding action steps. Use the bars on the right side of the action step bubbles to drag them into any order you prefer.

**+ Add a Step**

1) Assess available resources (Foundation, Florida Teachers, TCPalm or Giant, Communications, Talent Development, IT)  
Date: October 1, 2018  
Elements: Community and Stakeholder Partnerships

5) Provide support and engage learning communities to enhance knowledge and skills in administrators of key HR practice and law.  
Provide information, webinars, documents, professional development, principal meeting sessions.  
Date: Ongoing throughout hte year  
Elements: Community and Stakeholder Partnerships

Evaluators will review progress on Action Plan  
Date: End-Year  
Elements: All

**+ Add a Step**

**Save Action Step Order**

**Add as many action steps as needed**

**Drag steps to the desired order by clicking and dragging**

**Save the action step**

8. **ADMINISTRATOR** will then “Submit for Approval”.

### Create New Growth Plan

[Back to Plans](#)

The plan was updated successfully.

**Step 1: Take Self-Assessment** Done!

Conduct a self-assessment with the Volcano School Leader Evaluation Model (SLE) form for leaders. Try to rate your elements for your growth plan.

Completed Self-Assessments:

- St. Lucie Operational District Leader Evaluation System

**Step 2: Select Target Elements** Done!

Select 2 elements as a focus for your Professional Growth Plan

- Decision Making Strategies
- Technology

**Step 3: Identify Action Steps** Done!

Put together your plan for how you will achieve your growth goals.

**+ Add or Remove Action Steps**

**Step 4: Put Your Plan into Action**

Submit your plan for approval. Then follow your plan and make progress toward your growth goals.

**Submit for Approval**

9. **SUPERVISOR/EVALUATOR** will review the Growth Plan and “Approve” the plan or make comments and return it to the administrator for further work.

10. **ADMINISTRATOR** will work on action steps throughout the evaluation period and make notes toward progress in the reflection log. Artifacts may be collected that demonstrate progress on the deliberate practice goals.
11. **SUPERVISOR/EVALUATOR** will review progress on the Growth Plan at the mid-year status review and again at the end of year annual review.
12. **ADMINISTRATOR** will be prepared to discuss progress on Deliberate Progress Growth Plan at the End of Year annual Review.

Items #13 and 14 refer to the Observation/Evaluation process and are included here so Supervisor/Evaluator and Administrators see the require connections between observation, growth plan and evaluation. After #13 and #14 are completed, the **SUPERVISOR/EVALUATOR** will proceed to #15.

13. **SUPERVISOR/EVALUATOR** will score all Standards and Indicators in an Observation for the year end Evaluation of the **ADMINISTRATOR**. The score provided in the Observation for the selected Growth Plan indicator will form the score for the Deliberate Practice Growth Plan portion of the Leadership Practice Score.
14. **SUPERVISOR/EVALUATOR** will meet with the **ADMINISTRATOR** to discuss Year End Ratings that have been entered on the Observation and then click the "Finish" button on the Observation.
15. **SUPERVISOR/EVALUATOR** must then click the "Finish" button on the Growth Plan of the administrator to lock in the score in order for the Growth Plan score to calculate into the final evaluation.

# How to for District Leader Observation/Evaluation SUPERVISOR/EVALUATOR AND ADMINISTRATOR Initial, Mid-Year and End of Year

For the purpose of this reference guide:

- **SUPERVISOR/EVALUATOR** = the individual who responsible for evaluating the performance of the Administrator
- **ADMINISTRATOR** = the individual who is being evaluated

1. **SUPERVISOR/EVALUATOR** will schedule initial, mid-year or End of Year evaluation conference.
2. **ADMINISTRATOR** will conduct a self observation and rate all indicators or standards. Once the self observation has been completed, the Administrator will share with the Supervisor/Evaluator. The self observation should be completed and submitted prior to the Initial, mid-year or end of year evaluation meeting.

*Consult the Quick Start Guides that are housed on your Home Page in iObservation. While SLPS has modified forms for District Leaders the guides contained in the Quick Start will provide solid instructions for maneuvering the system.*



## A. Conduct an Observation

1. Click **Observations**.
2. Click **Conduct**.
3. **Locate** the learner's name in the list.
4. *Optional:* You may reorder, search and/or filter to find the name in the list.
5. Click the **Forms** button.
6. Select a **Form** from the drop down menu.
7. *Optional:* Set a default form by clicking Select Default Form and choosing a form from the drop down menu.
8. *Optional:* Once the default is set, skip steps 5-6 by clicking Begin.
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16. *Optional:* Click Save and Close to save a draft of the form then return to the Conduct list view.
17. *Optional:* Click Save Draft to save the observation and edit at another time.
18. *Optional:* Send a notification email to the learner.
19. *Optional:* Type an additional message.
20. Click **Finish** to end the observation. Confirm the observation details in the dialog box that appears. Completed observations are not editable.

3. **SUPERVISOR/EVALUATOR** will review the self observation shared by the Administrator. The self-observation is the basis for discussion at the Initial meeting where expectations for a new year are discussed and established. The Administrator Deliberate Practice Growth Plan is discussed and approved at the initial meeting.

4. **For Mid-Year and End of Year Evaluation preparation:**

The **SUPERVISOR/EVALUATOR** will then conduct an **OBSERVATION** on the **ADMINISTRATOR** and rate all indicators or standards. The observation can be “**Saved and Closed**” until the meeting with the **ADMINISTRATOR** at which time the ratings and rationale will be discussed. Written feedback is recommended for ratings below “Effective”.

Use the “Observation Quick Start Guide” above for assistance maneuvering in the system.

5. The **SUPERVISOR/EVALUATOR** conducts the Mid-Year or Year End Review based upon the ratings in the Evaluation. The Supervisor/Evaluator can make adjustments as needed during the conference. THEN, the SUPERVISOR/EVALUATOR will click the “Finish” button on the observation to lock in the scores.

**For Year End Evaluation-IMPORTANT:** At this time, the **SUPERVISOR/EVALUATOR** must go to the Administrator Growth Plan and “Finish” it to lock the year end rating into place for use in the evaluation.

6. **SUPERVISOR/EVALUATOR** will proceed to the **EVALUATION** for both the Mid Year and the Year End process.

8. The Administrator will need to acknowledge the evaluation. When the Administrator logs into their account and selects "Evaluations" they will select the current evaluation and click on their name or the view button. Notice that an alert is present which tells the teacher that an evaluation is "finished and needs their attention."

## My Evaluations

Search  Clear Search

Evaluator Full Name  1-2A 0-1

Practice Teacher1 *New* Evaluation Category: 1.1   
Date Viewed by Learner: Not Viewed

**Practice Teacher1** *Finished Needs Attention New* Evaluator: PATRICIA GALLOWAY   
Evaluation Category: 1.1  
Evaluation Type: Midpoint  
Date Submitted: Jan 19, 2017 5:56:07 AM  
Date Acknowledged: Not yet acknowledged  
Date Viewed by Learner: Not Viewed

9. The Administrator will click on the acknowledgements and may choose to insert a comment prior to saving.

## Approval and Notifications

Signatures *Needs Attention*

**PATRICIA GALLOWAY's additional message in notification email:**  
Evaluation meeting scheduled for day, date and time. Please meet in my office to discuss.

This evaluation was finished by PATRICIA GALLOWAY on Jan 19, 2017 5:56:07 AM.

I, Practice Teacher1, acknowledge these evaluation results.

**Additional Acknowledgment**

The Deliberate Practice Plan rating can be acknowledged once it becomes available.

I, Practice Teacher1, acknowledge receiving the Instructional Practice rating **2.24 - Emerging**.  
PATRICIA GALLOWAY acknowledged the Instructional Practice rating on Jan 19, 2017 5:56:07 AM.

The Student Growth rating can be acknowledged once it becomes available.

The Final Score rating can be acknowledged once it becomes available.

**Practice Teacher1's comments:**

Thank you for the opportunity to work at this excellent school. I am learning so much as a new teacher and feel confident that with your guidance I will be an effective teacher by year end. I appreciate the feedback that you have provided to help me grow in my new profession.

10. The evaluation is now completed.

# UNDERSTANDING THE EVALUATION

Evaluation for Practice ODL *in Progress*

The evaluation score has updated successfully.

Learning Practice ODL: Leadership Practice | Observation Period: Aug 15, 2018 to Feb 15, 2019 America/len\_torlo

Learner UID: 00010 | Building: HUMAN RESOURCES

Sign and Finish

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**Final Score: N/A**

Override Score

Leadership Practice	87.0%	2.8	Highly Effective
Student	13.0%	N/A	

Observations used in this Evaluation

Checked observations are included in the evaluation score. Removing or editing observations may change the evaluation score.

Inclu	Manually	Obs	Type	Form	Finalized	Form	Observer
#	Added	Stand	FOR	MAJ	SEP 2, 2018	0.01.00 AM	St. Luke Operational District Leader Evaluation System
1	No						PATRICIA GALLO

App/Remove Observation

Save Changes

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Final Score Scale

Label	Highly Effective	Effective	Developing	Unsatisfactory
Details	2.0 - 3.0	1.5 - 2.49	0.5 - 1.49	0.0 - 0.49

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Leadership Practice: 2.8 - Highly Effective

Override Score

Label	Highly Effective	Effective	Developing	Unsatisfactory
Details	2.0 - 3.0	1.5 - 2.49	0.5 - 1.49	0.0 - 0.49

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Value Score: Modified | Weight: 87.0%

**2.75** | Highly Effective

Override Score

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Deliberate Practice Plan

Score: 0.0 | Modified | Weight: 0.0%

Target Elements | Growth Score

A plan has not been finished.

Override Score

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Status Score: 2.8 | Highly Effective | Modified

Override Score

Label	Highly Effective	Effective	Developing	Unsatisfactory
Details	2.0 - 3.0	1.5 - 2.49	0.5 - 1.49	0.0 - 0.49

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St. Luke Operational District Leader Evaluation System

Score: 0.0000 | Weight: 100.0%

Look-for	Counts (Value)	Average Score	Weight	Weighted Score
Leadership in Assigned Area of Responsibility +	1 selected at value 3.0	3.0	N/A	3.0
Managing the Work Environment in Assigned Area of Responsibility +	1 selected at value 3.0	3.0	N/A	3.0
Productivity/Accountability +	1 selected at value 3.0	3.0	N/A	3.0
Communication +	1 selected at value 3.0	3.0	N/A	3.0
Decision Making Strategies +	1 selected at value 3.0	3.0	N/A	3.0
Technology +	1 selected at value 3.0	3.0	N/A	3.0
Human Resource Development +	1 selected at value 3.0	3.0	N/A	3.0
Strategic Leadership +	1 selected at value 3.0	3.0	N/A	3.0
Change +	1 selected at value 3.0	3.0	N/A	3.0
Vision +	1 selected at value 3.0	3.0	N/A	3.0
Community and Stakeholder Partnerships +	1 selected at value 3.0	3.0	N/A	3.0
Diversity +	1 selected at value 3.0	3.0	N/A	3.0
Quality Support Services to Schools +	1 selected at value 3.0	3.0	N/A	3.0

Override Score

At Mid-Year, Leadership Practice will populate at the bottom arrow. For End of Year, Leadership Practice will populate in both locations. The top arrow location will not populate at Mid-Year as the Growth Plan is only finished at End of Year.

One Observation will populate and it will be the one conducted immediately prior to conducting the Evaluation

**IMPORTANT YEAR END NOTE:** Deliberate Practice will ONLY populate at END OF YEAR. In order for DPP to populate **EVALUATOR MUST** click "**Finish**" on the Growth Plan **AFTER clicking "Finish"** on the Observation **AND BEFORE** conducting the Evaluation

Ratings from the Observation will populate here when conducting the Mid-Year and the End of Year Evaluation



