

Updated 7.31.25  
2:46 PM



Each Child, Every Day

## School Administrator Evaluation System



2024-2025

Rule 6A-5.030, F.A.C.  
Effective May 2023  
Form AEST-2023

# School Administrator Evaluation System

---

## Purpose

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

## Instructions

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

Before submitting, ensure the document is titled and paginated.

## Submission

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

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

Table of Contents

**Part I: Evaluation System Overview** ..... 4

**Part II: Evaluation System Requirements** ..... 4

**Part III: Evaluation Procedures** ..... 5

**Part IV: Evaluation Criteria** ..... 7

    A. Instructional Leadership ..... 7

    B. Other Indicators of Performance ..... 10

    C. Performance of Students ..... 18

    D. Summative Rating Calculation ..... 19

**Appendices** ..... 23

    Appendix A – Evaluation Framework Standards ..... 26

    Appendix B – Observation Instruments for School Administrators ..... 33

    Appendix C – Student Performance Measures ..... 81

    Appendix D – Summative Evaluation Forms ..... 84

    Appendix E- Compare/Contrast AP and Principal Descriptors..... 113

### Part I: Evaluation System Overview

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

For the purpose of increasing the growth of student achievement by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a). To accomplish the purpose defined in law, a district evaluation system for school administrator's must:

1. Be focused on school leadership actions that impact student learning.
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.
3. The evaluation system must be based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
4. In addition, the system must be fully aligned with the Florida Educational Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

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 the quality of their work. Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings. School leaders will be evaluated at the mid-year and at the end of the year by their assigned evaluator. At the beginning of each school year, school leaders will be informed of their evaluator. Executive Directors will evaluate principals and school-based principals will evaluate assistant principals using the School Leader Evaluation System. An evaluator may consider input from a variety of sources to include; assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders.

A Community Input Form, of which information is posted on the Parent/Student section of the district website, is attached to this document (Appendix F). This form should be available at the school site with the Executive Secretary for parents and are also available and accessible on the SLPS Parent/Student section of the district website. Input forms for teacher and Assistant Principal evaluations will be given to the school Principal. Input forms for the principal will be forwarded to the evaluating Executive Director.

Training will be provided to the evaluator and those being evaluated by the School Leader Evaluation System on the contents of the evaluation system. This training will be on a yearly basis to review the evaluation criteria and procedures at the first meeting of the year. This training will be conducted by support personnel at the District offices of the St. Lucie Public Schools. Data collected from the evaluation process will be used to develop professional development for leaders in the district. Deliberate Practice (DP) goals will be the focus on the professional development. Targeted professional development will be developed for leaders evaluated less

## School Administrator Evaluation System

---

than effective. In addition, leaders will receive coaching from site-based administrator and/or Executive Director. All evaluators will use the I-Observation system to record evidence and ratings.

Specific, actionable, and timely feedback will be provided to individual being evaluated. What evaluators observe does not promote improvement unless it is conveyed to employees in a specific, actionable and timely manner. Feedback has been embedded in the cycle of evaluation.

Evaluators should be able to provide subordinates with consistently rated feedback so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:

- The Evidence or “Look-fors”: What knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
- The rubrics: How to distinguish proficient levels aligned to the proficiency areas.
- Rater reliability checks

Processes for verifying raters meet district expectations in using the rubrics. On a yearly basis a committee will meet to review the School Leader Evaluation to ensure alignment to state requirements and the tool meets the needs of school -based leaders. The committee will also review the data to focus work on the site-based School Improvement Plan (SIP). The district will coordinate the development of focus areas for the Deliberate Practice Plan (DPP) for leaders, based on data from final summative evaluations.

Professional development opportunities developed at the district level will be aligned to the DPP goals of the site-based leaders. The DPP goals for each leader will be collected for review on a yearly basis to coordinate professional development. The evaluator will meet with the school leader semi-annually to provide feedback to the leader on the indicators. Ratings will be reviewed with the school leader at the mid-year point (end of January) and the end of the school year (by mid-June). A goal setting meeting will be developed with the leader at the beginning of the school year (by October), to develop a Deliberate Practice Plan (DPP).

Usage reports within the I-Observation system will be reviewed by the I-Observation Designee in the Office of Teaching and Learning to ensure that the evaluation process is completed in a timely manner. Additionally, the Executive Directors of Schools will monitor the evaluation process at school sites and work with principals to ensure that the School Leader Evaluation are completed per timelines outlined.

## Part II: Evaluation System Requirements

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

### System Framework

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

## School Administrator Evaluation System

---

### Training

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

### Data and Reporting

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

### Evaluation Procedures

- ✓ The district's system ensures all school administrators are evaluated at least once a year.
- ✓ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- ✓ The district has procedures for how evaluation results will be used to inform the
  - Planning of professional development; and
  - Development of school and district improvement plans.
- ✓ The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

## School Administrator Evaluation System

### Notifications

- ✓ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.
- ✓ The district school superintendent shall annually notify the Department of Education of any school administrators who:
  - Receive two consecutive unsatisfactory evaluation ratings; or
  - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

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

## Part III: Evaluation Procedures

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

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	July 1 – August 15	Face to Face Pre-Evaluation Planning: Executive Directors of the schools will schedule and meet with leadership to discuss the evaluation process.
Principals	July 1 – August 15	Face to Face Pre-Evaluation Planning: Executive Directors of the schools will schedule and meet with leadership to discuss the evaluation process.

## School Administrator Evaluation System

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Ongoing	<u>Observations conducted by Principal and/or Executive Directors</u> Instructional Walkthroughs Instructional Rounds CLP Meetings Administrative Meetings Instructional Meetings Parent Feedback/Parent Surveys Staff and Student Surveys SIP Planning Safety Planning and Required Documents Weekly Monitoring of Data- Discipline, Attendance, Grades
Principals	Ongoing	<u>Observations conducted by Executive Directors</u> ED Monthly Meetings Instructional Walkthroughs Instructional Rounds CLP Meetings Parent Feedback/Parent Surveys Staff and Student Surveys SIP Planning Safety Planning and Required Documents Weekly Monitoring of Data- Discipline, Attendance, Grades

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	2	Midyear- By Feb 2 Final- By June 10	At midyear- Feb 2 At final- June 10 By June 12, Assistant Principals not being recommended for re-appointment notified in writing.

## School Administrator Evaluation System

Principals	2	Midyear- Feb 2 Final- July 11	At Midyear- Feb 2 At Final- July 11

### Part IV: Evaluation Criteria

#### A. Instructional Leadership

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

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In St. Lucie County, instructional leadership accounts for 67%% of the school administrator performance evaluation.
2. Leadership Practice Score: (67% of Annual Evaluation)
  - a The Florida Educational Leadership Standards (FELS): A system for feedback and growth based on the leader’s work and impact of that work on others. The FELS scores comprise the Leadership Status Score. When added with an additional factor added for the Deliberate Practice Plan, it becomes the Leadership Practice Score.
  - b Deliberate Practice Plan (DPP): Deep learning and growth on a few very specific aspects of educational leadership. The DPP adds 20% to the Leadership Practice Score. The Leadership Practice Score will be 67% of the Leadership Summary Score. (Table 1).
  - c The schoolwide VAM score will be then be 33% of the final evaluation score (Table 2).

## School Administrator Evaluation System

---

**Table 1:**

<b>Assistant Principal and Principal Leadership Practice Score</b>			
<b>Standard</b>	<b>Points</b>	<b>Weight</b>	<b>Weighted Score</b>
<b>Standard 1: Ethics</b> <i>4 Descriptors</i>		8%	
<b>Standard 2: Vision</b> <i>4 Descriptors</i>		8%	
<b>Standard 3: School Operations</b> <i>12 Descriptors</i>		20%	
<b>Standard 4: Student Learning</b> <i>7 Descriptors</i>		20%	
<b>Standard 5: Learning Environment</b> <i>4 Descriptors</i>		8%	
<b>Standard 6: Professional Learning</b> <i>9 Descriptors</i>		20%	
<b>Standard 7: Building Leadership</b> <i>4 Descriptors</i>		8%	
<b>Standard 8: Communication, Community Engagement</b> <i>5 Descriptors</i>		8%	
		Leadership Status Score	
<b>DPP- value added</b>		20%	
<b>Leadership Practice Score:</b>			

## School Administrator Evaluation System

**Table 2:**

Assistant Principal and Principal Final Evaluation				
Standard	Points	Weight	Weighted Score	School-Wide VAM Score
<b>Standard 1: Ethics</b> <i>4 Descriptors</i>		8%		VAM Score is 33% of the Leadership Summary Score.
<b>Standard 2: Vision</b> <i>4 Descriptors</i>		8%		
<b>Standard 3: School Operations</b> <i>12 Descriptors</i>		20%		
<b>Standard 4: Student Learning</b> <i>7 Descriptors</i>		20%		
<b>Standard 5: Learning Environment</b> <i>4 Descriptors</i>		8%		
<b>Standard 6: Professional Learning</b> <i>9 Descriptors</i>		20%		
<b>Standard 7: Building Leadership</b> <i>4 Descriptors</i>		8%		
<b>Standard 8: Communication, Community Engagement</b> <i>5 Descriptors</i>		8%		
		Subtotal Leadership Status Score:		
<b>DPP- value added</b>		20%		
<b>Leadership Practice Score (LPS) is 67% of the Final Evaluation Score.</b>  _____ (LPS) X .67=				_____(VAM) X .33=
<b>(Weighted LPS + Weighted VAM) = Final Evaluation Score</b>				

### 3. How to determine an FELS Score for each Descriptor.

**Step One: Rate each Descriptor.**

with judgments on the Descriptors. Descriptors are scored on a scale of 1-4.

- The Florida School Administrator Evaluation System Manual supports this descriptor proficiency rating process with scales for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, evidence of leadership actions and illustrative examples of impacts of leadership actions are provided.
- Ratings are collected in the I-Observation System - found in the St. Lucie Public School website.
- The scales for descriptors are found in the “long forms” within the I-Observation System.

### Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the descriptors. The evaluator also will score each of the descriptors. 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, which is an average of all descriptor scores for each standard. Using the procedures in this scoring guide, the supervisor calculates a Leadership Practice Score.

### Descriptor ratings:

When assigning ratings to descriptors, the evaluator should begin by reviewing the descriptor scales. These are 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.

**Table 3.**

Descriptor Level	Rating
<b>Highly Effective</b>	4
<b>Effective</b>	3
<b>Needs Improvement</b>	2
<b>Unsatisfactory</b>	1

The ratings on the descriptors are averaged for each of the eight FELS Standards.

The Scales are designed to give principals a formative, as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal’s supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

### Highly Effective

The “Highly Effective” level is reserved for truly outstanding skillful leadership as described by very demanding criteria. Performance at this level is superior to “Effective” in its impact on students, staff members, parents, and the school district. Actions or impact of actions exceeded the target goal and outcomes as demonstrated by the evidence observed, collected, or provided. The effort to work on the goal exceeded expectations. Actions are skillfully executed. Such leaders inspire others or serve as a model for others.

## School Administrator Evaluation System

### Effective

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. Actions or impact of actions meet the target goal and outcomes as demonstrated by the evidence observed, collected, or provided. Significant effort to work on the goal met expectations.

### Needs Improvement

The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Actions or impact of actions may have been inconsistent or disciplinary action has been initiated based on a lack of action or support.

### Unsatisfactory

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. Actions or impact of actions are minimal or not occurring or having an adverse effect.

### Step Two: Rate each FELS Standard

Ratings on the descriptors in a FELS Standard are averaged to determine a proficiency level (HE, E, NI, or U) to a Standard: This results in a single rating score for each of the FELS Standards.

Table 4:

For FELS Standards 1, 5, and 7 with four descriptors, each standard is rated by:	
Using the scale below to rate each descriptor.	
Descriptor Level	Rating
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

All four descriptor ratings are averaged together by adding their scores and dividing by four. The resulting score is the final standard rating.

Table 5:

For FELS Standard 3 with 12 descriptors, the standard is rated by:

## School Administrator Evaluation System

Using the scale below to rate each descriptor.

Descriptor Level	Rating
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

All twelve descriptor ratings are averaged together by adding their scores and dividing by twelve. The resulting score is the final standard rating.

Table 6:

For FELS Standard 4 with 7 descriptors, the standard is rated by:

Using the scale below to rate each descriptor.

Descriptor Level	Rating
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

All seven descriptor ratings are averaged together by adding their scores and dividing by seven. The resulting score is the final standard rating.

Table 7:

For FELS Standards 2 and 8, with 5 descriptors, each standard is rated by:

Using the scale below to rate each descriptor.

Descriptor Level	Rating
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

All five descriptor ratings are averaged together by adding their scores and dividing by five.

## School Administrator Evaluation System

**Table 8:**

For FELS Standard 6 with 9 Indicators, the standard is rated by:	
Using the scale below to rate each descriptor.	
Descriptor Level	Rating
Highly Effective	4
Effective	3
Needs Improvement	2
Unsatisfactory	1

All nine descriptor ratings for Standard 6 are averaged together by adding their scores and dividing by nine.

### Step 4: Calculate the Leadership Status Score.

- In Step One, proficiency ratings for descriptors were made based on an assessment of available evidence and the rating scales.
- In Step Two, the standards ratings, using the tables provided, generated a rating for each of the standards.

## School Administrator Evaluation System

**Table 9:**

<b>Calculating the Leadership Status Score for Assistant Principals and Principals</b>			
<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
<b>Standard</b>	<b>Points</b>	<b>Weight</b>	<b>Weighted Score</b>
<b>Standard 1: Ethics</b> <i>4 Descriptors</i>		8%	
<b>Standard 2: Vision</b> <i>4 Descriptors</i>		8%	
<b>Standard 3: School Operations</b> <i>12 Descriptors</i>		20%	
<b>Standard 4: Student Learning</b> <i>7 Descriptors</i>		20%	
<b>Standard 5: Learning Environment</b> <i>4 Descriptors</i>		8%	
<b>Standard 6: Professional Learning</b> <i>9 Descriptors</i>		15%	
<b>Standard 7: Building Leadership</b> <i>4 Descriptors</i>		8%	
<b>Standard 8: Communication, Community Engagement</b> <i>5 Descriptors</i>		8%	
		Leadership Status Score:	

The Standards points are multiplied by their direct weight: The rating is entered in column 2 (“Rating”), the required weight is in column 3, and a weighted score calculated in column 4.

**Step 5: Add the DPP weighted score to the Leadership Status Score.**

The sum of the DPP and the Leadership Status Score becomes the Leadership Practice Score.

## School Administrator Evaluation System

**Table 10:**

Column 1	Column 2	Column 3	Column 4
Standard	Points	Weight	Weighted Score
<b>Standard 1: Ethics</b> <i>4 Descriptors</i>		8%	
<b>Standard 2: Vision</b> <i>4 Descriptors</i>		8%	
<b>Standard 3: School Operations</b> <i>12 Descriptors</i>		20%	
<b>Standard 4: Student Learning</b> <i>7 Descriptors</i>		20%	
<b>Standard 5: Learning Environment</b> <i>4 Descriptors</i>		8%	
<b>Standard 6: Professional Learning</b> <i>9 Descriptors</i>		20%	
<b>Standard 7: Building Leadership</b> <i>4 Descriptors</i>		8%	
<b>Standard 8: Communication, Community Engagement</b> <i>5 Descriptors</i>		8%	
		Leadership Status Score:	
Deliberate Practice Plan Score		20%	
		Leadership Practice Score:	

## School Administrator Evaluation System

---

### SAMPLE CALCULATION:

**Table 11:**

After the Standard Weighted Scores are calculated, the scores are added together.

Standard	Points	Weight	Weighted Score
<b>Standard 1: Ethics</b> <i>4 Descriptors</i>	3	8%	.24
<b>Standard 2: Vision</b> <i>4 Descriptors</i>	3	8%	.24
<b>Standard 3: School Operations</b> <i>12 Descriptors</i>	4	20%	.8
<b>Standard 4: Student Learning</b> <i>7 Descriptors</i>	4	20%	.8
<b>Standard 5: Learning Environment</b> <i>4 Descriptors</i>	4	8%	.32
<b>Standard 6: Professional Learning</b> <i>9 Descriptors</i>	4	20%	.8
<b>Standard 7: Building Leadership</b> <i>4 Descriptors</i>	4	8%	.32
<b>Standard 8: Communication, Community Engagement</b> <i>5 Descriptors</i>	4	8%	.32
		Subtotal	3.84
<b>DPP- value added</b>	4	20%	.8
<b>Leadership Practice Score*</b>			4.64 =4.0

\*Note that an administrator may not earn more than a 4 rating. In this example, the person earned a 4.4 as a result of their DPP score. Anything earned over a 4 is converted to a 4.

**Note:** If there is no Deliberate Practice or other additional metric currently, then Leadership Practice Score will be composed of only the FELS Standards Scores.

### Deliberate Practice Guidelines

**Deliberate Practice Plan (DPP):** The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FELS Scores to determine a Leadership Summary Score.

**Deliberate Practice Priorities:** The leader and the evaluator identify one to four specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.

- 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 comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year evaluation data on a descriptor area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DPP targets will be used for evaluation.

#### **Relationship to Other Measures of Professional Learning:**

The Deliberate Practice Plan targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

#### **Selecting Growth Targets:**

Growth target 1: An issue that addresses the school improvement plan related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.

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

The DPP score is 20% of the Leadership Practice Score. The description of a target should be modeled like learning goals. All goals will be recorded in the i-Observation System.

## School Administrator Evaluation System

---

### How to Score Deliberate Practice

**Table 12: Rubric for scoring DP Goals**

Scoring a DP Growth Target	Rating Rubrics
<b>Highly Effective</b>	Target met - all progress points achieved, and verifiable improvement in leader's performance
<b>Effective</b>	Target met - progress points achieve impact not yet evident
<b>Needs Improvement</b>	Target not met - but some progress points met
<b>Unsatisfactory</b>	Target not met - nothing beyond 1 progress point

A DP Score has an upper limit of 80 points. Each target is assigned an equal proportion of the total points. Therefore, the points for each target will vary based on the number of targets.

**Table 13:**

Number of growth targets	Maximum points per target	Maximum Point Range
<b>Two Targets</b>	40 (80/2)	80 (40 x 2)

Target values based on Rating (HE, E, NI, or U) and Number of Targets

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

**Table 14:**

Rating	Point values	2 targets
<b>HE</b>	max points	40
<b>E</b>	.80 of max	32
<b>NI</b>	.5 of max	20
<b>U</b>	.25 if some progress	10
<b>U</b>	.0 if 1 progress stage	0

A DP score is based on ratings of the targets and the points earned for each rating.

## School Administrator Evaluation System

### SAMPLE CALCULATIONS:

**Table 15:**

DP Target	Rating	Points (based on table 17)
DP TARGET 1	HE	40
DP TARGET 2	E	32
DP Score (target score added together)		72

\* Points available vary based on total number of growth targets. Use Table 11 to select point values.

### Deliberate Practice Rating

**Table 16:**

DP Score Range	DP Rating
65 to 80	Highly Effective
41 to 64	Effective
21 to 40	Needs Improvement
0 to 20	Unsatisfactory

Convert the DPP rating to a 4-point scale. The score is then weight 20% in the Leadership Practice Score.

**Table 17:**

DP Score Range	DP Rating	4 Point Scale	.20 Weighted Score
65 to 80	Highly Effective	4	.8
41 to 64	Effective	3	.6
21 to 40	Needs Improvement	2	.4
0 to 20	Unsatisfactory	1	.2

## B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In St. Lucie County, other indicators of performance account for 0% of the school administrator performance evaluation.

## School Administrator Evaluation System

---

### C. Performance of Students

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

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

For school leaders in St. Lucie Public Schools (Assistant Principals and Principals) being evaluated using the School Leadership, the summative annual performance level is based on:

- **Student Growth Measures Score (SGM):** The performance of students under the leader's supervision represents **33%** of the annual performance level, as determined by the FLDOE School-wide VAM. Student performance data for at least three years will be used, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. This data includes reading and math VAM scores (See Appendix C.)

#### Steps to calculation of Student Growth Measure (SGM):

Step 1 – School-wide VAM scores will be provided by the FLDOE.

Step 2 – The school-wide VAM scores will be converted into points, as per state calculations, as follows:

- 4 points
- 3 points
- 2 points
- 1 point

Then, the average is calculated for the three previous years, when available. To see the precise methodology for calculating the three year VAM aggregate, refer to the Florida Van Methodology Document: [VAM Methodology.pdf](#)

Step 3- These points will be added to the Leadership Practice Score to determine an overall performance score

### D. Summative Rating Calculation

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

## School Administrator Evaluation System

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

**Step One:** (All calculations completed in I-Observation)

Complete all the calculations required in **Table 18**.

Standard	Points	Weight	Weighted Score	School-Wide VAM Score
<b>Standard 1: Ethics</b> <i>4 Descriptors</i>		8%		VAM Score is 33% of the Leadership Summary Score.
<b>Standard 2: Vision</b> <i>4 Descriptors</i>		8%		
<b>Standard 3: School Operations</b> <i>12 Descriptors</i>		20%		
<b>Standard 4: Student Learning</b> <i>7 Descriptors</i>		20%		
<b>Standard 5: Learning Environment</b> <i>4 Descriptors</i>		8%		
<b>Standard 6: Professional Learning</b> <i>9 Descriptors</i>		20%		
<b>Standard 7: Building Leadership</b> <i>4 Descriptors</i>		8%		
<b>Standard 8: Communication, Community Engagement</b> <i>5 Descriptors</i>		8%		
		Leadership Status Score:		
<b>DPP- value added</b>		20%		
		Leadership Practice Score:		
<b>Leadership Practice Score 67% of the Leadership Summary Score:</b>  _____ (LPS) X .67=				_____ (VAM) X .33=

## School Administrator Evaluation System

<b>(Weighted LPS + Weighted VAM) = Final Evaluation Score</b>	

### SAMPLE CALCULATIONS:

**Step One:** Determine Leadership Practice Score.

**Step Two:** Calculate School Growth Measure (SGM):

The School Growth Measure will be 33% of the Annual Evaluation. The Florida Department of Education will provide the school-wide VAM scores and the district will use the three—year aggregate if available.

### How to Calculate Annual Performance Level (Final Evaluation Score)

Enter Leadership Practice Score: \_\_\_\_\_

Multiply by 67%

Enter Student Growth Measures Score (SGM): \_\_\_\_\_

Multiply by 33%

Add weighted Leadership Practice Score (LPS) and Score SGM scores together: \_\_\_\_\_

Final Performance Rating: \_\_\_\_\_

Final Evaluation Score: \_\_\_\_\_

**Table 19.**

Leadership Practice Performance Rating
<b>3.2 - 4.0 Highly Effective (4)</b>
<b>2.0 - 3.19 Effective (3)</b>
<b>1.0 - 1.99 Needs Improvement (2)</b>
<b>1.0 and below: Unsatisfactory (1)</b>

**SAMPLE CALCULATIONS:**

**Sample Calculation of a Highly Effective Rated Elementary Principal:**

Leadership Practice Score:  $3.9 \times .67 = 2.61$

SGM Score =  $3 \times .33 = 1.0$

Leadership Practice score (2.61) + SGM score (1.0) = 3.61

Performance Score = 3.61

Performance Rating: 4

Final Evaluation Score: Highly Effective (4)

**Sample Calculation of a Needs Improvement Rated High School Principal:**

Leadership Practice Score:  $2.00 \times .67 = 1.34$

SGM Score =  $3 \times .33 = 1.0$

Leadership Practice score (1.34) + SGM score (1.0) = 2.34 (Performance Score)

Performance Score = 2.34

Performance Rating: 2

Final Evaluation Score: Needs Improvement (2)

**Sample Calculation of an Effective Rated Middle School Assistant Principal:**

Leadership Practice Score:  $3.00 \times .67 = 2.01$

SGM Score =  $3 \times .33 = 1.0$

Leadership Practice score (2.01) + SGM score (1.0) = 3.01 (Performance Score)

Performance Score = 3.01

Performance Rating: 3

Final Evaluation Score: Effective (3)

## School Administrator Evaluation System

### Appendix A – Evaluation Framework Standards

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

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

## School Administrator Evaluation System

a. Collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3 A
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	3 B
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	3C
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3D
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3E
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3F
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3G
h. Develop and maintain effective relationships with the district office and governing board;	3H
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3I
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3J
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3K
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3L

### 4. Student Learning and Continuous School Improvement

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

a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	4A
b. Monitor and ensure the school’s learning goals and classroom instruction are aligned to the state’s student academic standards, and the district’s adopted curricula and K12 reading plan;	4B
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4C

## School Administrator Evaluation System

d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4D
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	4E
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4F
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4G
<b>5. Learning Environment</b>	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5A
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5B
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and	5C
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5D
<b>6. Recruitment and Professional Learning</b>	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6A
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6B
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6C
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6D
e. Collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6E

## School Administrator Evaluation System

f.	Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6F
g.	Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	6G
h.	Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6H
i.	Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6I
<b>7. Building Leadership Expertise</b>		
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and wellbeing of all students. Assistant principals:</i>		
a.	Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	7A
b.	Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	7B
c.	Develop capacity in teacher leaders and hold them accountable; and	7C
d.	Plan for and provide opportunities for mentoring new personnel.	7D
<b>8. Meaningful Parent, Family, and Community Engagement</b>		
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>		
a.	Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8A
b.	Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8B
c.	Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8C
d.	Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8D
e.	Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8E

## School Administrator Evaluation System

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

## School Administrator Evaluation System

d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3D
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	3E
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3F
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3G
h. Develop and maintain effective relationships with the district office and governing board;	3H
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3I
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3J
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3K
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3L
<b>4. Student Learning and Continuous School Improvement</b>	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	4A
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4B
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	4C
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	4D
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	4E
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	4F
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4G
<b>5. Learning Environment</b>	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5A

## School Administrator Evaluation System

b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5B
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and	5C
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5D
<b>6. Recruitment and Professional Learning</b>	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6A
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6B
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6C
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6D
e. Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6E
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6F
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6G
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6H
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6I
<b>7. Building Leadership Expertise</b>	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and wellbeing of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	7A
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7B
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7C

## School Administrator Evaluation System

d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7D
<b>8. Meaningful Parent, Family, and Community Engagement</b>	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	8A
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8B
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8C
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8D
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8E

### Appendix B – Observation Instruments for School Administrators

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

#### Statement Regarding Evidence

For each standard, sample evidence is provided. Evidence aligned to standards may look different at various school sites, depending on job responsibilities. Evaluators will look at the preponderance of evidence when looking at each rating. Administrators may add different or additional evidence related to the standards.



# **Assistant Principals**

# **Evaluation Rubric**

## School Administrator Evaluation System

1. Professional and Ethical Norms		Final Rating:											
➤ Assistant Principals and Principals													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard. Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-bottom: 1px solid black;"> <th style="text-align: left; padding: 2px;">Final Rating</th> <th style="text-align: left; padding: 2px;">Descriptor Average Scale</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">4 Highly Effective</td> <td style="padding: 2px;">3.5-4.0</td> </tr> <tr> <td style="padding: 2px;">3 Effective</td> <td style="padding: 2px;">3.0-3.49</td> </tr> <tr> <td style="padding: 2px;">2 Needs Improvement</td> <td style="padding: 2px;">2.25-2.99</td> </tr> <tr> <td style="padding: 2px;">1 Unsatisfactory</td> <td style="padding: 2px;">2.24 and below</td> </tr> </tbody> </table>			Final Rating	Descriptor Average Scale	4 Highly Effective	3.5-4.0	3 Effective	3.0-3.49	2 Needs Improvement	2.25-2.99	1 Unsatisfactory	2.24 and below
Final Rating	Descriptor Average Scale												
4 Highly Effective	3.5-4.0												
3 Effective	3.0-3.49												
2 Needs Improvement	2.25-2.99												
1 Unsatisfactory	2.24 and below												
<b>Effective educational leaders act ethically and according to professional norms to promote the academic success and wellbeing of all students. All school administrators:</b>													
A. Holds 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 104.04, F.S., and state, local school and/or governing board policies.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader <b>abides by the spirit, as well as the intent, of policies, laws, and regulations</b> that govern the school and the education profession in the state of Florida, <b>and inspires others</b> within the organization to abide by that same behavior	The Leader's actions or impact of <b>leader's actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The leader's patterns of behavior are <b>inconsistent with the Code of Ethics</b> , Rule 6A-10.081, F.A.C., section 10001.42(8),F.S. and sections 1002.20 and 1014.4,F.S., or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .										
B. Acknowledges that all persons are equal before the law and have inalienable rights and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42 (3), F.S.;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader <b>abides by the spirit, as well as the intent, of policies, laws, and regulations</b> that govern the school and the education profession in the state of Florida, <b>and inspires others</b> within the organization to abide by that same behavior	The Leader's actions or impact of <b>leader's actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The leader's patterns of behavior are <b>inconsistent with the principles of individual freedom outlined in Section 1003.42</b> or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .										
C. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community													

## School Administrator Evaluation System

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the school leader <b>accepts accountability and actively identifies and recognizes barriers and their impacts on the academic success of students and the well-being of the school, families and community and inspires others</b> within the organization to abide by that same behavior	The Leader’s actions or impact of <b>leader’s actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The leader’s patterns of behavior are <b>inconsistent in accepting accountability and identifying and recognizing barriers and their impacts on academic success of students and the well-being of the school, families and community</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>

D. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in this rule.

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the school leader <b>acts ethically and professional in personal conduction, relationships with others, decision making, stewardship of the school’s resources, etc., and models for and inspires others</b> within the organization to abide by that same behavior	The Leader’s actions or impact of <b>leader’s actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The leader’s patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>

### Evidence

- Student Handbook
- Teacher Handbook
- Teacher, Parent, Student Surveys
- Strategic Scheduling Reviews
- Following 504/IEP Policies?
- Schedules for Mandatory Trainings per policy
- Following district and state policies
- Following hiring practices
- MTSS Practices
- I-Succeed Programs
- Following District initiatives
- Following policies for DCF and mandatory reporting
- School Improvement Plan

## School Administrator Evaluation System

<b>2. Vision and Mission</b>		Final Rating:											
<b>➤ Assistant Principals</b>													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average is the average of all 5 descriptor scores for this standard.</p> <p>Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>		<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td>4 <i>Highly Effective</i></td> <td>3.5-4.0</td> </tr> <tr> <td>3 <i>Effective</i></td> <td>3.0-3.49</td> </tr> <tr> <td>2 <i>Needs Improvement</i></td> <td>2.25-2.99</td> </tr> <tr> <td>1 <i>Unsatisfactory</i></td> <td>2.24 and below</td> </tr> </tbody> </table>		<i>Final Rating</i>	<i>Descriptor Average Scale</i>	4 <i>Highly Effective</i>	3.5-4.0	3 <i>Effective</i>	3.0-3.49	2 <i>Needs Improvement</i>	2.25-2.99	1 <i>Unsatisfactory</i>	2.24 and below
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
4 <i>Highly Effective</i>	3.5-4.0												
3 <i>Effective</i>	3.0-3.49												
2 <i>Needs Improvement</i>	2.25-2.99												
1 <i>Unsatisfactory</i>	2.24 and below												
<b>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</b>													
A. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the assistant principal assists and supports alignment of the school vision and mission with district initiatives, state board of education priorities and current education policies <b>and inspires others</b> within the organization to abide by that same behavior.	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully collaborates in the collection, analysis, and utilization of student academic data</b> to help drive decisions and support rigorous and effective classroom instruction focused on the academic development of all students, <b>and inspires others</b> within the organization to do the same.	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and													

## School Administrator Evaluation System

core values within the school community to promote the academic success and well-being of all students;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully collaborates, supports and models the development of shared educational vision, mission and core values within the school community</b> to promote the academic success and well-being of all students <b>inspires others</b> within the organization to do the same.	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant Principals actions or impact of leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
D. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully assists and supports the development and implementation of systems to achieve vision and mission of the school, reflecting and adjusting when applicable and models for and inspires others</b> within the organization to abide by that same behavior.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	The assistant principal's actions or impact of the assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
E. Recognize individuals for contributions toward the school vision and mission.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>consistently recognizes individuals for contributions toward the school vision and mission.</b>	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	The assistant principal's actions or impact of leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
Evidence			
<ul style="list-style-type: none"> <li>● SAC Meeting Minutes</li> <li>● Staff Meeting Minutes</li> <li>● School SIP</li> <li>● School Crunch Time Plans</li> </ul>			

## School Administrator Evaluation System

---

- School website
- Evidence of Data Presentations and Goals related to mission and vision
- PST procedures
- Social Media
- Sharing vision, mission and values at parent nights/community events

## School Administrator Evaluation System

<b>3. School Operations and Management and Safety</b>		Final Rating:											
<b>➤ Assistant Principals</b>													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average is the average of all 12 descriptor scores for this standard.</p> <p>Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td>4 <i>Highly Effective</i></td> <td>3.5-4.0</td> </tr> <tr> <td>3 <i>Effective</i></td> <td>3.0-3.49</td> </tr> <tr> <td>2 <i>Needs Improvement</i></td> <td>2.25-2.99</td> </tr> <tr> <td>1 <i>Unsatisfactory</i></td> <td>2.24 and below</td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	4 <i>Highly Effective</i>	3.5-4.0	3 <i>Effective</i>	3.0-3.49	2 <i>Needs Improvement</i>	2.25-2.99	1 <i>Unsatisfactory</i>	2.24 and below
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
4 <i>Highly Effective</i>	3.5-4.0												
3 <i>Effective</i>	3.0-3.49												
2 <i>Needs Improvement</i>	2.25-2.99												
1 <i>Unsatisfactory</i>	2.24 and below												
<b>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</b>													
A. Collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the <b>assistant principal collaborates with the principal to management the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.</b>	The assistant principal’s actions or impact of assistant principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal’s actions or impact of assistant principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the assistant principal <b>collaborates with the school principal to manage scheduling and resources by assigning instruction personnel to roles and responsibilities to optimize their professional capacity to address all students’ learning needs.</b>	The assistant principal’s actions or impact of assistant principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal’s actions or impact of assistant principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										

### School Administrator Evaluation System

<p>There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully organizes time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning.</b></p>	<p>The assistant principal’s actions or impact of assistant principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal’s patterns of behavior are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant Principals actions or impact of leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>D. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning</p>			
<p>Highly Effective <input type="checkbox"/></p>	<p>Effective <input type="checkbox"/></p>	<p>Needs Improvement <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully collaborates with school leaders to utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate and student learning.</b></p>	<p>Assistant principal’s actions or impact of Assistant Principal’s actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal’s patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant principal’s actions or impact of assistant principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>E. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;</p>			
<p>Highly Effective <input type="checkbox"/></p>	<p>Effective <input type="checkbox"/></p>	<p>Needs Improvement <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>utilizes best practices in conflict resolution, construction conversations and management for all stakeholders related to school needs and communicate outcomes with school leaders.</b></p>	<p>Assistant principal’s actions or impact of Assistant Principal’s actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal’s patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant principal’s actions or impact of assistant principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>F. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;</p>			
<p>Highly Effective <input type="checkbox"/></p>	<p>Effective <input type="checkbox"/></p>	<p>Needs Improvement <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully informs the school community of current local, state, and federal laws, regulations, and best</b></p>	<p>Assistant principal’s actions or impact of Assistant Principal’s actions relevant to this indicator <b>are sufficient</b> and</p>	<p>Assistant principal’s patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of</p>	<p>Assistant principal’s actions or impact of assistant principal’s actions relevant to this indicator are minimal or are <b>not occurring or are</b></p>

## School Administrator Evaluation System

<b>practices to promote the safety, success, and well-being of all students and adults</b>	appropriate reflections of quality work with only normal variations.	consistent proper attention to this.	<b>having an adverse impact.</b>
G. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully collaborates with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
H. Develop and maintain effective relationships with the district office and governing board;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>develops and maintains effective relationships with the district office and governing board</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
I. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the <b>assistant principal collaborates with the principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
J. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>collaborates with the school principal to ensure</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated	The assistant principal's actions or impact of assistant principal's actions relevant to this

## School Administrator Evaluation System

<b>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.;</b>	indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	based on lack of action or support.	indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
---	--	-------------------------------------	---

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

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully collaborates with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Assistant Principals actions or impact of leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .

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

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully collaborates with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .

### Evidence

- SAC Meeting Minutes
- Staff Meeting Minutes
- School SIP
- School Crunch Time Plans
- Staff Handbook
- Student Handbook
- Master Schedule
- School Discipline Data/SESIR Data
- Attendance Team Meeting Minutes and Attendance Data
- FSSAT Data
- I-Succeed Results
- CLP Schedules, Interventionist Schedules, Coaches Schedules
- Safety Meeting Schedules and Minutes
- ESE Support Schedules
- FASST Plans—Examples of Safety Improvements
- Safety Drill Dates and Follow-Through

## School Administrator Evaluation System

---

- Planning Professional Learning for Front Office Staff and Safety
- Attending Principal Meetings/District Trainings
- Implements required posters and visual reminders of safety expectations/bullying and harassment resources/reporting resources.

## School Administrator Evaluation System

<b>4. Student Learning and School Improvement</b>		Final Rating:											
<b>➤ Assistant Principals</b>													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory</p> <p>Descriptor Average is the average of all 7 descriptor scores for this standard: Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>		<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>		<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.													
A. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the <b>assistant principal skillfully assists with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students.</b>	The assistant principal's actions or impact of assistant principal's <b>actions are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the assistant principal <b>monitors and ensures the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.</b>	The assistant principal's actions or impact of assistant principal's <b>actions are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										

## School Administrator Evaluation System

<p>There is clear, convincing, and consistent evidence that the assistant principal <b>collaborates with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;</b></p>	<p>The assistant principal's actions or impact of assistant principal's <b>actions are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal's patterns of behavior are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.</p>	<p>Assistant Principals actions or impact of leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>D. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;</p>			
<p>Highly Effective <input type="checkbox"/></p>	<p>Effective <input type="checkbox"/></p>	<p>Needs Improvement <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully engages in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.</b></p>	<p>Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>E. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;</p>			
<p>Highly Effective <input type="checkbox"/></p>	<p>Effective <input type="checkbox"/></p>	<p>Needs Improvement <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>utilizes comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.</b></p>	<p>Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>F. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and</p>			
<p>Highly Effective <input type="checkbox"/></p>	<p>Effective <input type="checkbox"/></p>	<p>Needs Improvement <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>supports and openly communicates the need for, process for, and outcomes of improvement efforts.</b></p>	<p>Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>G. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.</p>			

## School Administrator Evaluation System

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>ensures and monitors the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
Evidence			
<ul style="list-style-type: none"> <li>• Before and After School Tutoring Program Designs</li> <li>• Classroom Observation Data</li> <li>• CLP Participation and CLP Lesson Designs</li> <li>• Crunch Time Plans</li> <li>• Attendance Team Minutes</li> <li>• I Succeed Data</li> <li>• MTSS Plans</li> <li>• Student Grade Monitoring Practices</li> <li>• SIP Goals attached to Assistant Principal Responsibilities</li> <li>• Leading Title I Parent Information Nights</li> <li>• Parent Survey Data</li> </ul>			

## School Administrator Evaluation System

5. Learning Environment		Final Rating:											
➤ Assistant Principals													
<p><b>Descriptor Rating:</b>                      4 Highly Effective                      3 Effective                      2 Needs Improvement                      1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard.                      Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-bottom: 1px solid black;"> <th style="text-align: left; border: none;">Final Rating</th> <th style="text-align: left; border: none;">Descriptor Average Scale</th> </tr> </thead> <tbody> <tr> <td style="border: none;">4 Highly Effective</td> <td style="border: none;">3.5-4.0</td> </tr> <tr> <td style="border: none;">3 Effective</td> <td style="border: none;">3.0-3.49</td> </tr> <tr> <td style="border: none;">2 Needs Improvement</td> <td style="border: none;">2.25-2.99</td> </tr> <tr> <td style="border: none;">1 Unsatisfactory</td> <td style="border: none;">2.24 and below</td> </tr> </tbody> </table>			Final Rating	Descriptor Average Scale	4 Highly Effective	3.5-4.0	3 Effective	3.0-3.49	2 Needs Improvement	2.25-2.99	1 Unsatisfactory	2.24 and below
Final Rating	Descriptor Average Scale												
4 Highly Effective	3.5-4.0												
3 Effective	3.0-3.49												
2 Needs Improvement	2.25-2.99												
1 Unsatisfactory	2.24 and below												
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students													
A. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the <b>assistant principal skillfully collaborates with the school principal to maintain a safe, respectful, and student-centered learning environment;</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully facilitates a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the assistant principal <b>delivers timely, actionable, and ongoing feedback about instructional</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b>	Assistant principal's patterns of behavior are <b>inconsistent</b> or disciplinary action has been initiated	Assistant Principals actions or impact of leader's actions relevant to this indicator are minimal or are <b>not</b>										

## School Administrator Evaluation System

<p><b>practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.</b></p>	<p>and appropriate reflections of quality work with only normal variations.</p>	<p>based on lack of action or support.</p>	<p><b>occurring or are having an adverse impact.</b></p>
<p>D. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.</p>			
<p>Highly Effective <input type="checkbox"/></p>	<p>Effective <input type="checkbox"/></p>	<p>Needs Improvement <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>supports instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.</b></p>	<p>Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p><b>Evidence</b></p>			
<ul style="list-style-type: none"> <li>• Teacher Surveys</li> <li>• Teacher Observation Data</li> <li>• School Discipline and SESIR Data</li> <li>• PBIS Program Design</li> <li>• Social Media Messaging</li> <li>• I-Succeed Programs</li> <li>• MTSS Program</li> <li>• Student Handbook</li> <li>• Staff Handbook</li> <li>• Events to Support Parents and Students</li> <li>• Data Chats</li> <li>• Instructional Rounds with APs and/or teacher leaders</li> <li>• After School Clubs Programs that support school community</li> <li>• Planning and leading summer school</li> <li>• Planning and leading tutoring</li> </ul>			

**School Administrator Evaluation System**

**6. Recruitment and Professional Learning**

Final Rating:

**➤ Assistant Principals**

**Descriptor Rating:**

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

Descriptor Average is an average of all 9 descriptor scores for this standard.

Descriptor Average:

**Standard Final rating:**

<u>Final Rating</u>	<u>Descriptor Average Scale</u>
4 <i>Highly Effective</i>	3.5-4.0
3 <i>Effective</i>	3.0-3.49
2 <i>Needs Improvement</i>	2.25-2.99
1 <i>Unsatisfactory</i>	2.24 and below

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

A. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal assists with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	The assistant principal's actions or impact of assistant principal's <b>actions are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .

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

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback</b> .	The assistant principal's actions or impact of assistant principal's <b>actions are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .

C. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully collaborates with the school</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b>	Assistant principal's patterns of behavior are <b>inconsistent</b> or disciplinary action has	Assistant Principals actions or impact of leader's actions relevant to this

## School Administrator Evaluation System

<p><b>principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;</b></p>	<p>relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>been initiated based on lack of action or support.</p>	<p>indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>D. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;</p>			
<p style="text-align: center;">Highly Effective <input type="checkbox"/></p>	<p style="text-align: center;">Effective <input type="checkbox"/></p>	<p style="text-align: center;">Needs Improvement <input type="checkbox"/></p>	<p style="text-align: center;">Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>collaborates with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.</b></p>	<p>Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>E. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;</p>			
<p style="text-align: center;">Highly Effective <input type="checkbox"/></p>	<p style="text-align: center;">Effective <input type="checkbox"/></p>	<p style="text-align: center;">Needs Improvement <input type="checkbox"/></p>	<p style="text-align: center;">Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>skillfully collaborates with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.</b></p>	<p>Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
<p>F. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;</p>			
<p style="text-align: center;">Highly Effective <input type="checkbox"/></p>	<p style="text-align: center;">Effective <input type="checkbox"/></p>	<p style="text-align: center;">Needs Improvement <input type="checkbox"/></p>	<p style="text-align: center;">Unsatisfactory <input type="checkbox"/></p>
<p>There is clear, convincing, and consistent evidence that the assistant principal <b>supports the school principal in monitoring and evaluating professional learning linked to district- and school-level</b></p>	<p>Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work</p>	<p>Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on</p>	<p>Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or</b></p>

## School Administrator Evaluation System

<b>goals to foster continuous improvement.</b>	with only normal variations.	lack of consistent proper attention to this.	<b>are having an adverse impact.</b>
G. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>collaborates with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement.</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
H. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>collaborates with the school principal to utilize time and resources to establish and skillfully sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
I. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• Examples of Leading Professional Learning for Teachers</li> </ul>			

## School Administrator Evaluation System

---

- Pre-Planning Week Trainings
- Role in SAC Meetings
- Role in Building Level Planning Teams
- All Staff Professional Learning Plan
- School NEST Program
- Professional Learning for staff on teacher evaluation system
- Professional Learning for support teachers and their role
- Following policy on classroom observations and examples of feedback and growth of teachers
- Assessment Plan
- CLP Planning and data meetings
- Attendance at District Recruiting Fairs
- Leadership Meetings and notes

## School Administrator Evaluation System

7. Building Leadership Expertise ➤ Assistant Principals		Final Rating:											
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard. Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-bottom: 1px solid black;"> <th style="text-align: left; padding: 2px;">Final Rating</th> <th style="text-align: left; padding: 2px;">Descriptor Average Scale</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">4 Highly Effective</td> <td style="padding: 2px;">3.5-4.0</td> </tr> <tr> <td style="padding: 2px;">3 Effective</td> <td style="padding: 2px;">3.0-3.49</td> </tr> <tr> <td style="padding: 2px;">2 Needs Improvement</td> <td style="padding: 2px;">2.25-2.99</td> </tr> <tr> <td style="padding: 2px;">1 Unsatisfactory</td> <td style="padding: 2px;">2.24 and below</td> </tr> </tbody> </table>			Final Rating	Descriptor Average Scale	4 Highly Effective	3.5-4.0	3 Effective	3.0-3.49	2 Needs Improvement	2.25-2.99	1 Unsatisfactory	2.24 and below
Final Rating	Descriptor Average Scale												
4 Highly Effective	3.5-4.0												
3 Effective	3.0-3.49												
2 Needs Improvement	2.25-2.99												
1 Unsatisfactory	2.24 and below												
Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.													
A. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the assistant principal <b>develops and supports open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the assistant principal <b>collaborates with the school principal to cultivate a diverse group of emerging teacher leaders.</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The assistant principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Develop capacity in teacher leaders and hold them accountable;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the <b>assistant principal develops capacity in teacher leaders and holds them accountable.</b>	The assistant principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate	Assistant principal's patterns of behavior are <b>inconsistent</b> or disciplinary action has been initiated based on	Assistant Principals actions or impact of leader's actions relevant to this indicator are minimal or are <b>not</b>										

## School Administrator Evaluation System

	reflections of quality work with only normal variations.	lack of action or support.	<b>occurring or are having an adverse impact.</b>
D. Plan for and provide opportunities for mentoring new personnel.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the assistant principal <b>plans for and provide opportunities for mentoring new personnel.</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• Leading NEST Programs</li> <li>• Induction responsibilities in building</li> <li>• Leading Building Level Planning Team Meetings</li> <li>• Leading Discipline Team Meetings</li> <li>• Examples of Mentoring a New Teacher</li> <li>• Examples of Providing Feedback Opportunities for Staff</li> <li>• Collaborating in CLP Team Meetings</li> <li>• Peer Observation Schedules and Plans</li> <li>• Delegating assignments to promote leadership opportunities.</li> <li>• Mentoring Coaches and Interventionists, TSAs, Deans</li> </ul>			

## School Administrator Evaluation System

<b>8. Meaningful Parent, Family, and Community Engagement</b> <span style="color: yellow;">➤ Assistant Principals and Principals</span>		Final Rating:											
<b>Descriptor Rating:</b> 4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory  Descriptor Average is an average of all 4 descriptor scores for this standard. Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span>	<b>Standard Final rating:</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; padding: 2px;"><i>Final Rating</i></td> <td style="border-bottom: 1px solid black; padding: 2px;"><i>Descriptor Average Scale</i></td> </tr> <tr> <td style="padding: 2px;">4 Highly Effective</td> <td style="padding: 2px;">3.5-4.0</td> </tr> <tr> <td style="padding: 2px;">3 Effective</td> <td style="padding: 2px;">3.0-3.49</td> </tr> <tr> <td style="padding: 2px;">2 Needs Improvement</td> <td style="padding: 2px;">2.25-2.99</td> </tr> <tr> <td style="padding: 2px;">1 Unsatisfactory</td> <td style="padding: 2px;">2.24 and below</td> </tr> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	4 Highly Effective	3.5-4.0	3 Effective	3.0-3.49	2 Needs Improvement	2.25-2.99	1 Unsatisfactory	2.24 and below
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
4 Highly Effective	3.5-4.0												
3 Effective	3.0-3.49												
2 Needs Improvement	2.25-2.99												
1 Unsatisfactory	2.24 and below												
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.													
A. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader <b>understands, values, and employs the community’s cultural, social, and intellectual context and resources.</b>	The school leader’s actions or impact of school leader’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The school leader’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The school leader’s actions or impact of school leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader models and <b>advocates for respectful communication practices between school leaders, parents, students, and other stakeholders;</b>	The school leader’s actions or impact of school leader’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The school leader’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The school leader’s actions or impact of school leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader <b>maintains high visibility and accessibility, and actively listens and responds to</b>	The school leader’s actions or impact of school leader’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work	The school leader’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The school leader’s actions or impact of school leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										

## School Administrator Evaluation System

<b>parents, students, and other stakeholders.</b>	with only normal variations.		
D. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the school leader recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
E. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the school leader <b>utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.</b>	The school leader's actions or impact of school leader's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The school leader's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The school leader's actions or impact of school leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• Title 1 Parent Involvement Plans</li> <li>• Parent Engagement Activities</li> <li>• Parent Surveys</li> <li>• Student Surveys</li> <li>• Teacher Surveys</li> <li>• Single School Culture Planning</li> <li>• School Messenger Messages</li> <li>• School Website and social media messages</li> <li>• Call Logs</li> <li>• Facilitating or presenting during SAC and PTO Meetings</li> <li>• Open House Planning</li> <li>• Academic Nights Planning</li> <li>• Graduation Planning</li> </ul>			



# Principals

# Evaluation Rubric

## School Administrator Evaluation System

<b>1. Professional and Ethical Norms</b> <span style="color: yellow;">➤</span> <b>All Principals and Assistant Principals</b>		<b>Final Rating:</b>											
<b>Descriptor Rating:</b> 4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory  Descriptor Average is an average of all 4 descriptor scores for this standard. Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span>		<b>Standard Final rating:</b> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td>4 <i>Highly Effective</i></td> <td>3.5-4.0</td> </tr> <tr> <td>3 <i>Effective</i></td> <td>3.0-3.49</td> </tr> <tr> <td>2 <i>Needs Improvement</i></td> <td>2.25-2.99</td> </tr> <tr> <td>1 <i>Unsatisfactory</i></td> <td>2.24 and below</td> </tr> </tbody> </table>		<i>Final Rating</i>	<i>Descriptor Average Scale</i>	4 <i>Highly Effective</i>	3.5-4.0	3 <i>Effective</i>	3.0-3.49	2 <i>Needs Improvement</i>	2.25-2.99	1 <i>Unsatisfactory</i>	2.24 and below
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
4 <i>Highly Effective</i>	3.5-4.0												
3 <i>Effective</i>	3.0-3.49												
2 <i>Needs Improvement</i>	2.25-2.99												
1 <i>Unsatisfactory</i>	2.24 and below												
<b>Effective educational leaders act ethically and according to professional norms to promote the academic success and wellbeing of all students. All school administrators:</b>													
A. Holds 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 104.04, F.S., and state, local school and/or governing board policies.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader <b>abides by the spirit, as well as the intent, of policies, laws, and regulations</b> that govern the school and the education profession in the state of Florida, <b>and inspires others</b> within the organization to abide by that same behavior	The Leader’s actions or impact of <b>leader’s actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The leader’s patterns of behavior are <b>inconsistent with the Code of Ethics</b> , Rule 6A-10.081, F.A.C., section 10001.42(8),F.S. and sections 1002.20 and 1014.4,F.S., or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.	Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .										
B. Acknowledges that all persons are equal before the law and have inalienable rights and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42 (3), F.S.;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader <b>abides by the spirit, as well as the intent, of policies, laws, and regulations</b> that govern the school and the education profession in the state of Florida, <b>and inspires others</b> within the organization to abide by that same behavior	The Leader’s actions or impact of <b>leader’s actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The leader’s patterns of behavior are <b>inconsistent with the principles of individual freedom outlined in Section 1003.42</b> or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.	Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .										

## School Administrator Evaluation System

C. . Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
<p>There is clear, convincing, and consistent evidence that the school leader <b>accepts accountability and actively identifies and recognizes barriers and their impacts on the academic success of students and the well-being of the school, families and community and inspires others</b> within the organization to abide by that same behavior</p>	<p>The Leader’s actions or impact of <b>leader’s actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>The leader’s patterns of behavior are <b>inconsistent in accepting accountability and identifying and recognizing barriers and their impacts on academic success of students and the well-being of the school, families and community</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
D. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in this rule.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
<p>There is clear, convincing, and consistent evidence that the school leader <b>acts ethically and professional in personal conduction, relationships with others, decision making, stewardship of the school’s resources, etc., and models for and inspires others</b> within the organization to abide by that same behavior</p>	<p>The Leader’s actions or impact of <b>leader’s actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>The leader’s patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.</p>	<p>Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
Evidence			
<ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Teacher Handbook</li> <li>• Teacher, Parent, Student Surveys</li> <li>• Strategic Scheduling Reviews</li> <li>• Following 504/IEP Policies?</li> <li>• Schedules for Mandatory Trainings per policy</li> <li>• Following district and state policies</li> <li>• Following hiring practices</li> <li>• MTSS Practices</li> <li>• I-Succeed Programs</li> <li>• Following District initiatives</li> </ul>			

## School Administrator Evaluation System

---

- Following policies for DCF and mandatory reporting
- School Improvement Plan
- Annual bookkeeping audit

## School Administrator Evaluation System

2. Vision and Mission		Final Rating:													
➤ Principals															
<p><b>Descriptor Rating:</b>                      4 Highly Effective                      3 Effective                      2 Needs Improvement                      1 Unsatisfactory</p> <p>Descriptor Average is the average of all 5 descriptor scores for this standard.                      Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-bottom: 1px solid black;"> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average</i></th> </tr> <tr> <th style="text-align: center; border-bottom: 1px solid black;"><u>Scale</u></th> <th></th> </tr> </thead> <tbody> <tr> <td>4 <i>Highly Effective</i></td> <td>3.5-4.0</td> </tr> <tr> <td>3 <i>Effective</i></td> <td>3.0-3.49</td> </tr> <tr> <td>2 <i>Needs Improvement</i></td> <td>2.25-2.99</td> </tr> <tr> <td>1 <i>Unsatisfactory</i></td> <td>2.24 and below</td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average</i>	<u>Scale</u>		4 <i>Highly Effective</i>	3.5-4.0	3 <i>Effective</i>	3.0-3.49	2 <i>Needs Improvement</i>	2.25-2.99	1 <i>Unsatisfactory</i>	2.24 and below
<i>Final Rating</i>	<i>Descriptor Average</i>														
<u>Scale</u>															
4 <i>Highly Effective</i>	3.5-4.0														
3 <i>Effective</i>	3.0-3.49														
2 <i>Needs Improvement</i>	2.25-2.99														
1 <i>Unsatisfactory</i>	2.24 and below														
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.															
A. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.															
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>												
There is <b>clear, convincing, and consistent evidence that the principal collaborates with district and school leaders in the alignment of the school vision and mission</b> with district initiatives, state board of education priorities and current education policies <b>and inspires others</b> within the organization to abide by that same behavior.	The principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .												
B. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;															
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>												
There is clear, convincing, and consistent evidence that principal <b>skillfully collaborates with members of the school and community in the collection, analysis, and utilization of student academic data</b> to help drive decisions and support rigorous and effective classroom instruction focused on the academic development of all students, <b>and inspires others</b> within the organization to do the same.	The principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .												

## School Administrator Evaluation System

C. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>skillfully collaborates, supports and models the development of shared educational vision, mission and core values within the school community</b> to promote the academic success and well-being of all students <b>inspires others</b> within the organization to do the same.	The principal's actions or impact of assistant principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's patterns of behavior are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Principal's actions or impact of leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
D. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>skillfully and strategically developments and implements systems to achieve the vision and mission of the schools, strategically reflection and adjusting when applicable,</b> modeling and <b>inspiring others</b> to do the same.	Principal's actions or impact of the principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Principal's actions or impact of the principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
E. Recognize individuals for their contributions toward the school vision and mission.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>consistently recognizes individuals for contributions toward the school vision and mission</b> .	Principal's actions or impact of the principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Principal's actions or impact of the principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• SAC Meeting Minutes</li> <li>• Staff Meeting Minutes</li> <li>• School SIP</li> <li>• School Crunch Time Plans</li> <li>• School website</li> <li>• Evidence of Data Presentations and Goals related to mission and vision</li> <li>• Faculty Council Agendas and Minutes</li> </ul>			

## School Administrator Evaluation System

---

- Parent Engagement Plans
- Student and Staff Handbooks
- Parent, Student, Teacher Surveys

## School Administrator Evaluation System

<b>3. School Operations, Management, Safety</b>		Final Rating:											
➤ <b>Principals</b>													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average is the average of all descriptor scores for this standard:</p> <p>Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>		<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>		<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.													
A. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the <b>principal manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>manages scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the	Principal's actions or impact of principal's	Principal's actions and support are <b>inconsistent</b> or	Principal's actions or impact of principal's										

## School Administrator Evaluation System

principal <b>skillfully organizes time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning.</b>	<b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	disciplinary action has been initiated based on lack of action or support.	actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
D. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that <b>the principal utilizes data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning</b>	Principal’s actions or impact of principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal’s actions or impact of principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
E. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>utilizes and coaches best practices in conflict resolution, construction conversations and management for all stakeholders related to school needs and communicate outcomes with school and district leaders.</b>	Principal’s actions or impact of principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal’s actions or impact of principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
F. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>skillfully informs the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults</b>	Principal’s actions or impact of principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal’s actions or impact of principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
G. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

## School Administrator Evaluation System

There is clear, convincing, and consistent evidence that the principal <b>skillfully develops and maintains effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
H. Develop and maintain effective relationships with the district office and governing board;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>develops and maintains effective relationships with the district office and governing board</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
I. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the <b>principal creates and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
J. Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the <b>principal ensures 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.;</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
K. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

## School Administrator Evaluation System

There is clear, convincing, and consistent evidence that the <b>principal utilizes a continuous improvement model to evaluate specific concerns for safety and security within the school environment</b>	Principal’s actions or impact of principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal’s actions or impact of principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
L. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>collaborates with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions</b>	Principal’s actions or impact of principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal’s actions or impact of principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• SAC Meeting Minutes</li> <li>• Staff Meeting Minutes</li> <li>• School SIP</li> <li>• School Crunch Time Plans</li> <li>• Staff Handbook</li> <li>• Student Handbook</li> <li>• Master Schedule</li> <li>• School Discipline Data/SESIR Data</li> <li>• Attendance Team Meeting Minutes and Attendance Data</li> <li>• FSSAT Data</li> <li>• I-Succeed Results</li> <li>• CLP Schedules, Interventionist Schedules, Coaches Schedules</li> <li>• Safety Meeting Schedules and Minutes</li> <li>• ESE Support Schedules</li> <li>• FASST Plans—Examples of Safety Improvements</li> <li>• Safety Drill Dates and Follow-Through</li> <li>• Planning Professional Learning for Front Office Staff and Safety</li> <li>• Attending Principal Meetings/District Trainings</li> <li>• Implements required posters and visual reminders of safety expectations/bullying and harassment resources/reporting resources.</li> <li>• Title 1 Budgeting and Plan, SIP Alignment to Title 1 Budget</li> </ul>			

## School Administrator Evaluation System

<b>4. Student Learning and School Improvement</b>	Final Rating:												
<b>➤ Principals</b>													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average is the average of all 7 descriptor scores for this standard.</p> <p>Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td>4 <i>Highly Effective</i></td> <td>3.5-4.0</td> </tr> <tr> <td>3 <i>Effective</i></td> <td>3.0-3.49</td> </tr> <tr> <td>2 <i>Needs Improvement</i></td> <td>2.25-2.99</td> </tr> <tr> <td>1 <i>Unsatisfactory</i></td> <td>2.24 and below</td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	4 <i>Highly Effective</i>	3.5-4.0	3 <i>Effective</i>	3.0-3.49	2 <i>Needs Improvement</i>	2.25-2.99	1 <i>Unsatisfactory</i>	2.24 and below
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
4 <i>Highly Effective</i>	3.5-4.0												
3 <i>Effective</i>	3.0-3.49												
2 <i>Needs Improvement</i>	2.25-2.99												
1 <i>Unsatisfactory</i>	2.24 and below												
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.													
A. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>creates and maintains a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students.</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient and appropriate reflections of quality work</b> with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>monitors and ensures the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient and appropriate reflections of quality work</b> with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>develops a structure that</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this	Principal's actions and support are <b>inconsistent</b> or disciplinary action has	Principal's actions or impact of principal's actions relevant to this										

## School Administrator Evaluation System

enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs.	indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	been initiated based on lack of action or support.	indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
D. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>promotes the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps</b> .	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
E. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>skillfully ensures all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.</b> ;	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
F. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>skillfully manages uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts</b> .	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact</b> .
G. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065,			

## School Administrator Evaluation System

F.A.C., by all instructional personnel.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
<p>There is clear, convincing, and consistent evidence that the principal <b>ensures and monitors the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.</b></p>	<p>Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.</p>	<p>Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.</p>	<p>Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b></p>
Evidence			
<ul style="list-style-type: none"> <li>• Before and After School Tutoring Program Designs</li> <li>• Classroom Observation Data</li> <li>• CLP Participation and CLP Lesson Designs</li> <li>• Crunch Time Plans</li> <li>• Attendance Team Minutes</li> <li>• I Succeed Data</li> <li>• MTSS Plans</li> <li>• Student Grade Monitoring Practices</li> <li>• SIP Goals attached to Assistant Principal Responsibilities</li> <li>• Leading Title I Parent Information Nights</li> <li>• Parent Survey Data</li> </ul>			

## School Administrator Evaluation System

5. Learning Environment		Final Rating:											
➤ Principals													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard. Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-bottom: 1px solid black;"> <th style="text-align: left; padding: 2px;">Final Rating</th> <th style="text-align: left; padding: 2px;">Descriptor Average Scale</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">4 Highly Effective</td> <td style="padding: 2px;">3.5-4.0</td> </tr> <tr> <td style="padding: 2px;">3 Effective</td> <td style="padding: 2px;">3.0-3.49</td> </tr> <tr> <td style="padding: 2px;">2 Needs Improvement</td> <td style="padding: 2px;">2.25-2.99</td> </tr> <tr> <td style="padding: 2px;">1 Unsatisfactory</td> <td style="padding: 2px;">2.24 and below</td> </tr> </tbody> </table>			Final Rating	Descriptor Average Scale	4 Highly Effective	3.5-4.0	3 Effective	3.0-3.49	2 Needs Improvement	2.25-2.99	1 Unsatisfactory	2.24 and below
Final Rating	Descriptor Average Scale												
4 Highly Effective	3.5-4.0												
3 Effective	3.0-3.49												
2 Needs Improvement	2.25-2.99												
1 Unsatisfactory	2.24 and below												
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students													
A. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>develops and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal cultivates and protects a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>delivers timely, actionable, and ongoing feedback about instructional practices</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not</b>										

## School Administrator Evaluation System

<b>driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills.</b>	reflections of quality work with only normal variations.		<b>occurring or are having an adverse impact.</b>
D. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>provides opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.</b>	Principal’s actions or impact of principal’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal’s actions or impact of principal’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• Teacher Surveys</li> <li>• Teacher Observation Data</li> <li>• School Discipline and SESIR Data</li> <li>• PBIS Program Design</li> <li>• Social Media Messaging</li> <li>• A Single School Culture Plan</li> <li>• School Attendance Initiatives</li> <li>• Student Handbook</li> <li>• Staff Handbook</li> <li>• Events to Support Parents and Students</li> <li>• Data Chats</li> <li>• Instructional Rounds with APs and/or teacher leaders</li> <li>• After School Clubs Programs that support school community</li> </ul>			

## School Administrator Evaluation System

6. Recruitment and Professional Learning		Final Rating:											
➤ Principals													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory</p> <p>Descriptor Average is the average of all 9 descriptor scores for this standard. Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-bottom: 1px solid black;"> <th style="text-align: left; padding: 2px;">Final Rating</th> <th style="text-align: left; padding: 2px;">Descriptor Average Scale</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">4 Highly Effective</td> <td style="padding: 2px;">3.5-4.0</td> </tr> <tr> <td style="padding: 2px;">3 Effective</td> <td style="padding: 2px;">3.0-3.49</td> </tr> <tr> <td style="padding: 2px;">2 Needs Improvement</td> <td style="padding: 2px;">2.25-2.99</td> </tr> <tr> <td style="padding: 2px;">1 Unsatisfactory</td> <td style="padding: 2px;">2.24 and below</td> </tr> </tbody> </table>			Final Rating	Descriptor Average Scale	4 Highly Effective	3.5-4.0	3 Effective	3.0-3.49	2 Needs Improvement	2.25-2.99	1 Unsatisfactory	2.24 and below
Final Rating	Descriptor Average Scale												
4 Highly Effective	3.5-4.0												
3 Effective	3.0-3.49												
2 Needs Improvement	2.25-2.99												
1 Unsatisfactory	2.24 and below												
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.													
A. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the <b>principal recruits, hires, develops, supports, and retains diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal attends to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>identifies instructional personnel needs, including standards-aligned content,</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are</b>										

## School Administrator Evaluation System

evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.	reflections of quality work with only normal variations.		having an adverse impact.
D. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>skillfully develops a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
E. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>develops school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
F. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>monitors and evaluates professional learning linked to district- and school-level goals to foster continuous improvement.</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
G. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>monitors and evaluates professional practice, and provide timely, actionable, and ongoing</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are</b>

## School Administrator Evaluation System

<b>feedback to assistant principals and instructional personnel that fosters continuous improvement.</b>	reflections of quality work with only normal variations.		<b>having an adverse impact.</b>
H. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>provides time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
I. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>adheres to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.</b>	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• Examples of Leading Professional Learning for Teachers</li> <li>• Pre-Planning Week Trainings</li> <li>• Role in SAC Meetings</li> <li>• Role in Building Level Planning Teams</li> <li>• All Staff Professional Learning Plan</li> <li>• School NEST Program</li> <li>• Professional Learning for staff on teacher evaluation system</li> <li>• Professional Learning for support teachers and their role</li> <li>• Following policy on classroom observations and examples of feedback and growth of teachers</li> <li>• Assessment Plan</li> <li>• CLP Planning and data meetings</li> </ul>			

## School Administrator Evaluation System

7. Building Leadership Expertise		Final Rating:											
➤ Principals													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard. Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-bottom: 1px solid black;"> <th style="text-align: left; padding: 2px;">Final Rating</th> <th style="text-align: left; padding: 2px;">Descriptor Average Scale</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">4 Highly Effective</td> <td style="padding: 2px;">3.5-4.0</td> </tr> <tr> <td style="padding: 2px;">3 Effective</td> <td style="padding: 2px;">3.0-3.49</td> </tr> <tr> <td style="padding: 2px;">2 Needs Improvement</td> <td style="padding: 2px;">2.25-2.99</td> </tr> <tr> <td style="padding: 2px;">1 Unsatisfactory</td> <td style="padding: 2px;">2.24 and below</td> </tr> </tbody> </table>			Final Rating	Descriptor Average Scale	4 Highly Effective	3.5-4.0	3 Effective	3.0-3.49	2 Needs Improvement	2.25-2.99	1 Unsatisfactory	2.24 and below
Final Rating	Descriptor Average Scale												
4 Highly Effective	3.5-4.0												
3 Effective	3.0-3.49												
2 Needs Improvement	2.25-2.99												
1 Unsatisfactory	2.24 and below												
Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.													
A. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>develops and supports open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
D. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal <b>skillfully cultivates current and potential school leaders and assists with the development of a pipeline of future leaders.</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Develop capacity by delegating tasks to other school leaders and holding them accountable.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the principal develops capacity by delegating tasks to other school leaders and holding them accountable.	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are</b>										

## School Administrator Evaluation System

	with only normal variations.		<b>having an adverse impact.</b>
D. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the principal <b>plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.</b>	Principal's actions or impact of principal's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Principal's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	Principal's actions or impact of principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• Mentoring Coaches and Interventionists</li> <li>• Mentoring new principals</li> <li>• Leading NEST Programs</li> <li>• Recruiting ELITE Program teachers</li> <li>• Delegating assignments to promote leadership opportunities.</li> <li>• Promoting teacher leaders to work or collaborate at the district level</li> <li>• Teach all to be leaders/building capacity/empowering all</li> <li>• Induction responsibilities in building</li> <li>• Leading Building Level Planning Team Meetings</li> <li>• Leading Discipline Team Meetings</li> <li>• Examples of Mentoring a New Teacher</li> <li>• Examples of Providing Feedback Opportunities for Staff</li> <li>• Collaborating in CLP Team Meetings</li> <li>• Succession Planning</li> <li>• PNP Support for Developing Assistant Principals</li> <li>• Book Clubs for teacher leaders or APs</li> <li>• Leading and facilitating breakout sessions in district administrators meetings.</li> </ul>			

## School Administrator Evaluation System

<b>8. Meaningful Parent, Family, and Community Engagement</b> <b>➤ Assistant Principals and Principals</b>	<b>Final Rating:</b>												
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective          3 Effective          2 Needs Improvement          1 Unsatisfactory</p> <p>Descriptor Average is an average of all descriptor scores for this standard: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.													
A. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader <b>understands, values, and employs the community’s cultural, social, and intellectual context and resources.</b>	The school leader’s actions or impact of school leader’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The school leader’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The school leader’s actions or impact of school leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
B. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader models and <b>advocates for respectful communication practices between school leaders, parents, students, and other stakeholders;</b>	The school leader’s actions or impact of school leader’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The school leader’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The school leader’s actions or impact of school leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										
C. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
There is clear, convincing, and consistent evidence that the school leader <b>maintains high visibility and accessibility, and actively listens and responds to</b>	The school leader’s actions or impact of school leader’s <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of	The school leader’s actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The school leader’s actions or impact of school leader’s actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>										

## School Administrator Evaluation System

<b>parents, students, and other stakeholders.</b>	quality work with only normal variations.		
D. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the school leader recognizes parents, students, and other stakeholders for contributions and engagement that enhance the school community.	Assistant principal's actions or impact of Assistant Principal's actions relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	Assistant principal's patterns of behavior in personal conduct are <b>inconsistent</b> or disciplinary action has been initiated based on lack of consistent proper attention to this.	Assistant principal's actions or impact of assistant principal's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
E. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
There is clear, convincing, and consistent evidence that the school leader <b>utilizes appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.</b>	The school leader's actions or impact of school leader's <b>actions</b> relevant to this indicator <b>are sufficient</b> and appropriate reflections of quality work with only normal variations.	The school leader's actions and support are <b>inconsistent</b> or disciplinary action has been initiated based on lack of action or support.	The school leader's actions or impact of school leader's actions relevant to this indicator are minimal or are <b>not occurring or are having an adverse impact.</b>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• Title 1 Parent Involvement Plans</li> <li>• Parent Engagement Activities</li> <li>• Parent Surveys</li> <li>• Student Surveys</li> <li>• Teacher Surveys</li> <li>• Single School Culture Planning</li> <li>• School Messenger Messages</li> <li>• School Website and social media messages</li> <li>• Open House Planning</li> <li>• Academic Nights Planning</li> <li>• Graduation Planning</li> <li>• Utilizing various platforms for communicating with parents and community (technology/multimedia)</li> <li>• Designing communication strategics for all families (i.e. migrant families, ESOL families, etc).</li> <li>• Encouraging and showcasing the Arts to families and community.</li> <li>• Utilizing District resources and departments to support family engagement.</li> <li>• Call Log</li> </ul>			

## School Administrator Evaluation System

### Appendix C – Student Performance Measures

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

SLPS’s value-added models draw on data from statewide assessment programs in Grades 3–10 in ELA, Grades 3-8 in Mathematics and on Algebra 1 and Geometry End-of-Course scores. A full description of Florida VAM Methodology is referenced here: [VAM Methodology.pdf](#). A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth and performance of each student. The performance expectation estimate is then compared to the actual performance of the student, as measured by relevant course and content assessments.

This score will be 33% of administrators final summary evaluation score.

The school leader will receive a state student performance score of 1-4 for ELA and a student performance score for math. Florida school-wide VAM scores for both ELA and Math are averaged together to form one score for the administrator. The school leader will receive a student performance rating based on the following:

Student Performance Standards Scale:

3.50-4.00	Highly Effective
2.50-3.49	Effective
1.5 – 2.49	Developing
1 – 1.499	Unsatisfactory

Student Performance Measures Used for Calculating Performance of Students for SLPS School Administrators		
Administrator Level	Grade	Subject
Principal and Assistant Principal		
Elementary Administrator	K-5	English Language Arts FAST
K-5	K-5	Mathematics FAST
K-8 Administrator	K-5	English Language Arts FAST
	K-5	Mathematics FAST
	6-8	English Language Arts FAST
	6-8	Mathematics FAST
	Middle School Algebra (weighted percentage based on number of students enrolled in course)	Algebra EOC

## School Administrator Evaluation System

	<b>Middle School Geometry (weighted percentage based on number of students enrolled in course)</b>	<b>Geometry EOC</b>
Middle School Administrator  6-8	<b>6-8</b>	<b>English Language Arts FAST</b>
	<b>6-8</b>	<b>Mathematics FAST</b>
	<b>Middle School Algebra (weighted percentage based on number of students enrolled in course)</b>	<b>Algebra EOC</b>
	<b>Middle School Geometry (weighted percentage based on number of students enrolled in course)</b>	<b>Geometry EOC</b>
High School Administrator  9-12	<b>9-10</b>	<b>ELA</b>
	<b>High School Algebra (weighted percentage based on number of students enrolled in course)</b>	<b>Algebra EOC</b>
	<b>High School Geometry (weighted percentage based on number of students enrolled in course)</b>	<b>Geometry</b>
6-12 Administrator	<b>6-8</b>	<b>English Language Arts FAST</b>
	<b>6-8</b>	<b>Mathematics FAST</b>
	<b>Middle School Algebra (weighted percentage based on number of students enrolled in course)</b>	<b>Algebra EOC</b>
	<b>Middle School Geometry (weighted percentage based on number of students enrolled in course)</b>	<b>Geometry EOC</b>
	<b>9-10</b>	<b>ELA</b>
	<b>High School Algebra (weighted percentage based on number of students enrolled in course)</b>	<b>Algebra EOC</b>
	<b>High School Geometry</b>	<b>Geometry</b>

## School Administrator Evaluation System

	(weighted percentage based on number of students enrolled in course)	
--	--	--

## School Administrator Evaluation System

### Appendix D – Summative Evaluation Forms

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

<b>Assistant Principals</b>	
<b>Standards</b>	<b>Critical Indicator</b>
<b>FELS Standard 1</b>	1A, 1B, 1C, 1D
<b>FELS Standards 2</b>	2 A, 2B 2C, 2D, 2E
<b>FELS Standard 3</b>	3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J,3K, 3L
<b>FELS Standards 4, 5, 6, 7</b>	4A, 4B, 4C, 4D, 4E, 4E, 4F, 4G
<b>FELS Standard 5</b>	5A, 5B, 5C, 5D
<b>FELS Standard 6</b>	6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I
<b>FELS Standard 7</b>	7A, 7B, 7C, 7D
<b>FELS Standard 8</b>	8A, 8B, 8C, 8D, 8E

<b>Principals</b>	
<b>Standards</b>	<b>Critical Indicator</b>
<b>FELS Standard 1</b>	1A, 1B, 1C, 1D
<b>FELS Standards 2</b>	2 A, 2B 2C, 2D, 2E
<b>FELS Standard 3</b>	3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J,3K, 3L
<b>FELS Standards 4, 5, 6, 7</b>	4A, 4B, 4C, 4D, 4E, 4E, 4F, 4G
<b>FELS Standard 5</b>	5A, 5B, 5C, 5D
<b>FELS Standard 6</b>	6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I
<b>FELS Standard 7</b>	7A, 7B, 7C, 7D
<b>FELS Standard 8</b>	8A, 8B, 8C, 8D, 8E



# **Assistant Principals**

## **Summary Evaluation Rubric**

**School Administrator Evaluation System**

**Assistant Principals Summary Evaluation Rubric**

<b>1. Professional and Ethical Norms</b> ➤ <b>Assistant Principal and Principal</b>	<b>Standard Final Rating:</b>										
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average is the average of all descriptor scores for this standard.</p> <p>Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p align="center"><b>Standard Final rating:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Final Rating</i></th> <th style="text-align: left;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>	<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>										
<i>4 Highly Effective</i>	<i>3.5-4.0</i>										
<i>3 Effective</i>	<i>3.0-3.49</i>										
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>										
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>										

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

A. Holds 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 104.04, F.S., and state, local school and/or governing board policies.

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---	------------------------------------	--	---

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

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---	------------------------------------	--	---

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

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---	------------------------------------	--	---

E. 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 this rule.

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---	------------------------------------	--	---

**Evidence**

**Evidence**

- Student Handbook
- Teacher Handbook
- Teacher, Parent, Student Surveys
- Strategic Scheduling Reviews
- Following 504/IEP Policies?
- Schedules for Mandatory Trainings per policy
- Following district and state policies
- Following hiring practices
- MTSS Practices
- I-Succeed Programs
- Following District initiatives
- Following policies for DCF and mandatory reporting
- School Improvement Plan

## School Administrator Evaluation System

<b>2. Vision and Mission</b>	<b>Final Rating:</b>												
<b>➤ Assistant Principal</b>													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average is the average of all 5 descriptor scores for this standard.</p> <p>Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
<b>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</b>													
A. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
B. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
C. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
D. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
E. Recognize individuals for contributions toward the school vision and mission.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<b>Evidence</b>													
<ul style="list-style-type: none"> <li>SAC Meeting Minutes</li> <li>Staff Meeting Minutes</li> <li>School SIP</li> <li>School Crunch Time Plans</li> <li>School website</li> <li>Evidence of Data Presentations and Goals related to mission and vision</li> <li>PST procedures</li> <li>Social Media</li> <li>Sharing vision, mission and values at parent nights/community events</li> </ul>													

## School Administrator Evaluation System

<b>3. School Operations and Management and Safety</b> ➤ <b>Assistant Principal</b>	<b>Final Rating:</b>												
<p><b>Descriptor Rating:</b>            4 Highly Effective            3 Effective            2 Needs Improvement            1 Unsatisfactory</p> <p>Descriptor Average is the average of all 12 descriptor scores for this standard.            Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="border-bottom: 1px solid black; text-align: left;"><i>Final Rating</i></th> <th style="border-bottom: 1px solid black; text-align: left;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.													
A. Collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
B. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
C. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
D. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
E. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
F. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
G. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
H. Develop and maintain effective relationships with the district office and governing board;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
I. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										

## School Administrator Evaluation System

J. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
K. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
L. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>SAC Meeting Minutes</li> <li>Staff Meeting Minutes</li> <li>School SIP</li> <li>School Crunch Time Plans</li> <li>Staff Handbook</li> <li>Student Handbook</li> <li>Master Schedule</li> <li>School Discipline Data/SESIR Data</li> <li>Attendance Team Meeting Minutes and Attendance Data</li> <li>FSSAT Data</li> <li>I-Succeed Results</li> <li>CLP Schedules, Interventionist Schedules, Coaches Schedules</li> <li>Safety Meeting Schedules and Minutes</li> <li>ESE Support Schedules</li> <li>FASST Plans—Examples of Safety Improvements</li> <li>Safety Drill Dates and Follow-Through</li> <li>Planning Professional Learning for Front Office Staff and Safety</li> <li>Attending Principal Meetings/District Trainings</li> <li>Implements required posters and visual reminders of safety expectations/bullying and harassment resources/reporting resources.</li> </ul>			

**School Administrator Evaluation System**

<b>4. Student Learning and School Improvement</b>	<b>Final Rating:</b>												
<b>➤ Assistant Principal</b>													
<p><b>Descriptor Rating:</b>                  4 Highly Effective                  3 Effective                  2 Needs Improvement                  1 Unsatisfactory</p> <p>Descriptor Average is the average of all 7 descriptor scores for this standard.                  Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.													
A. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
B. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
C. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
D. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
E. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
F. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
G. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<b>Evidence</b>													
<ul style="list-style-type: none"> <li>Before and After School Tutoring Program Designs</li> <li>Classroom Observation Data</li> <li>CLP Participation and CLP Lesson Designs</li> <li>Crunch Time Plans</li> <li>Attendance Team Minutes</li> <li>I Succeed Data</li> </ul>													

## School Administrator Evaluation System

---

- MTSS Plans
- Student Grade Monitoring Practices
- SIP Goals attached to Assistant Principal Responsibilities
- Leading Title I Parent Information Nights
- Parent Survey Data

## School Administrator Evaluation System

<b>5. Learning Environment</b>	<b>Final Rating:</b>												
<b>➤ Assistant Principal</b>													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard.</p> <p>Descriptor Average: <input style="width: 50px; height: 20px;" type="text"/></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students													
A. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
B. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
C. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
D. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<b>Evidence</b>													
<ul style="list-style-type: none"> <li>Teacher Surveys</li> <li>Teacher Observation Data</li> <li>School Discipline and SESIR Data</li> <li>PBIS Program Design</li> <li>Social Media Messaging</li> <li>I-Succeed Programs</li> <li>MTSS Program</li> <li>Student Handbook</li> <li>Staff Handbook</li> <li>Events to Support Parents and Students</li> <li>Data Chats</li> <li>Instructional Rounds with APs and/or teacher leaders</li> <li>After School Clubs Programs that support school community</li> <li>Planning and leading summer school</li> <li>Planning and leading tutoring</li> </ul>													

## School Administrator Evaluation System

6. Recruitment and Professional Learning ➤ Assistant Principal	Final Rating:										
<p><b>Descriptor Rating:</b>                      4 Highly Effective                      3 Effective                      2 Needs Improvement                      1 Unsatisfactory</p> <p>Descriptor Average is the average of all 9 descriptor scores for this standard.                      Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>	<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>										
<i>4 Highly Effective</i>	<i>3.5-4.0</i>										
<i>3 Effective</i>	<i>3.0-3.49</i>										
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>										
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>										
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.											
A. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
B. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
C. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
D. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
E. Collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
F. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
G. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
H. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
I. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in											

## School Administrator Evaluation System

planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

Highly Effective

Effective

Needs Improvement

Unsatisfactory

### Evidence

- Examples of Leading Professional Learning for Teachers
- Pre-Planning Week Trainings
- Role in SAC Meetings
- Role in Building Level Planning Teams
- All Staff Professional Learning Plan
- School NEST Program
- Professional Learning for staff on teacher evaluation system
- Professional Learning for support teachers and their role
- Following policy on classroom observations and examples of feedback and growth of teachers
- Assessment Plan
- CLP Planning and data meetings
- Attendance at District Recruiting Fairs
- Leadership Meetings and notes

**School Administrator Evaluation System**

<b>7. Building Leadership Expertise</b>		Final Rating:											
<b>➤ Assistant Principal</b>													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average: is the average of all 4 descriptor scores for this standard.</p> <p>Descriptor Average: <input style="width: 50px; height: 20px;" type="text"/></p>	<p align="center"><b>Standard Final rating:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;"><i>Final Rating</i></th> <th style="text-align: left; padding: 2px;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"><i>4 Highly Effective</i></td> <td style="padding: 2px;"><i>3.5-4.0</i></td> </tr> <tr> <td style="padding: 2px;"><i>3 Effective</i></td> <td style="padding: 2px;"><i>3.0-3.49</i></td> </tr> <tr> <td style="padding: 2px;"><i>2 Needs Improvement</i></td> <td style="padding: 2px;"><i>2.25-2.99</i></td> </tr> <tr> <td style="padding: 2px;"><i>1 Unsatisfactory</i></td> <td style="padding: 2px;"><i>2.24 and below</i></td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.													
A. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
B. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
C. Develop capacity in teacher leaders and hold them accountable;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
D. Plan for and provide opportunities for mentoring new personnel.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<b>Evidence</b>													
<ul style="list-style-type: none"> <li>Leading NEST Programs</li> <li>Induction responsibilities in building</li> <li>Leading Building Level Planning Team Meetings</li> <li>Leading Discipline Team Meetings</li> <li>Examples of Mentoring a New Teacher</li> <li>Examples of Providing Feedback Opportunities for Staff</li> <li>Collaborating in CLP Team Meetings</li> <li>Peer Observation Schedules and Plans</li> <li>Delegating assignments to promote leadership opportunities</li> <li>Mentoring Coaches and Interventionists, TSAs, Deans</li> </ul>													

**School Administrator Evaluation System**

---

<b>8. Meaningful Parent, Family, and Community Engagement</b> ➤ <b>Assistant Principal and Principal</b>	<b>Final Rating:</b>										
<p><b>Descriptor Rating:</b>            4 Highly Effective            3 Effective            2 Needs Improvement            1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard.            Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>	<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>										
<i>4 Highly Effective</i>	<i>3.5-4.0</i>										
<i>3 Effective</i>	<i>3.0-3.49</i>										
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>										
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>										
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.											
A. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
B. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
C. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
D. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
E. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>Evidence</b>											
<ul style="list-style-type: none"> <li>Title 1 Parent Involvement Plans</li> <li>Parent Engagement Activities</li> <li>Parent Surveys</li> <li>Student Surveys</li> <li>Teacher Surveys</li> <li>Single School Culture Planning</li> <li>School Messenger Messages</li> <li>School Website and social media messages</li> <li>Call Logs</li> <li>Facilitating or presenting during SAC and PTO Meetings</li> <li>Open House Planning</li> </ul>											

## School Administrator Evaluation System

- Academic Nights Planning
- Graduation Planning or Transition Ceremony Planning

### Determining Final Evaluation Rating

Enter Final Ratings for Each Standard in Column 2. Determine weighted score for each standard and enter into Column 4.

Add weighted scores together to determine the Leadership Practice Score.

Column 1 Standard	Column 2 Points	Column 3 Weight	Column 4 Weighted Score
<b>Standard 1: Ethics</b> <i>4 Descriptors</i>		8%	
<b>Standard 2: Vision</b> <i>4 Descriptors</i>		8%	
<b>Standard 3: School Operations</b> <i>12 Descriptors</i>		20%	
<b>Standard 4: Student Learning</b> <i>7 Descriptors</i>		20%	
<b>Standard 5: Learning Environment</b> <i>4 Descriptors</i>		8%	
<b>Standard 6: Professional Learning</b> <i>9 Descriptors</i>		20%	
<b>Standard 7: Building Leadership</b> <i>4 Descriptors</i>		8%	
<b>Standard 8: Communication, Community Engagement</b> <i>5 Descriptors</i>		8%	
		Leadership Status Score:	
<b>DPP- value added</b>		20%	
<b>Leadership Practice Score:</b>			

## School Administrator Evaluation System

---

Enter Leadership Practice Score: \_\_\_\_\_

Multiply by 67% \_\_\_\_\_

Enter Student Growth Measures Score (SGM): \_\_\_\_\_

Multiply by 33% \_\_\_\_\_

Add weighted Leadership Practice Score and SGM scores together: \_\_\_\_\_

Determine final performance rating using scale below:

Leadership Practice Performance Rating
<b>3.2-4.0 Highly Effective (4)</b>
<b>2.5- 3.19 Effective (3)</b>
<b>2.25-2.49 Needs Improvement (2)</b>
<b>2.24 and below: Unsatisfactory (1)</b>

Final Evaluation Score: \_\_\_\_\_

Supervisor Signature	Date
Assistant Principal Signature	Date



# Principals

## Summary Evaluation Rubric

## School Administrator Evaluation System

### Principal Summary Evaluation Rubric

#### 1. Professional and Ethical Norms

##### ➤ Assistant Principal and **Principal**

Standard Final Rating:

**Descriptor Rating:**

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

Descriptor Average is the average of all 4 descriptor scores for this standard.

Descriptor Average:

**Standard Final rating:**

<u>Final Rating</u>	<u>Descriptor Average Scale</u>
4 Highly Effective	3.5-4.0
3 Effective	3.0-3.49
2 Needs Improvement	2.25-2.99
1 Unsatisfactory	2.24 and below

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

A. Holds 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 104.04, F.S., and state, local school and/or governing board policies.

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---	------------------------------------	--	---

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

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---	------------------------------------	--	---

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

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---	------------------------------------	--	---

D. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule.

Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
---	------------------------------------	--	---

#### Evidence

**Evidence**

- Student Handbook
- Teacher Handbook
- Teacher, Parent, Student Surveys
- Strategic Scheduling Reviews
- Following 504/IEP Policies?
- Schedules for Mandatory Trainings per policy
- Following district and state policies
- Following hiring practices
- MTSS Practices
- I-Succeed Programs
- Following District initiatives
- Following policies for DCF and mandatory reporting
- School Improvement Plan

## School Administrator Evaluation System

2. Vision and Mission	Final Rating:												
➤ Principals													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective</p> <p>3 Effective</p> <p>2 Needs Improvement</p> <p>1 Unsatisfactory</p> <p>Descriptor Average is the average of all 5 descriptor scores for this standard.</p> <p>Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
<p>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</p>													
<p>A. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.</p>													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<p>B. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;</p>													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<p>C. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;</p>													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<p>D. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable;</p>													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<p>E. Recognize individuals for their contributions toward the school vision and mission.</p>													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
Evidence													
<ul style="list-style-type: none"> <li>SAC Meeting Minutes</li> <li>Staff Meeting Minutes</li> <li>School SIP</li> <li>School Crunch Time Plans</li> <li>School website</li> <li>Evidence of Data Presentations and Goals related to mission and vision.</li> <li>Faculty Council Agendas and Minutes</li> <li>Parent Engagement Plans</li> <li>Student and Staff Handbooks</li> <li>Parent, Student, Teacher Surveys</li> </ul>													

## School Administrator Evaluation System

<b>3. School Operations, Management, Safety</b> <b>➤ Principals</b>	<b>Final Rating:</b>										
<p><b>Descriptor Rating:</b>                      4 Highly Effective                      3 Effective                      2 Needs Improvement                      1 Unsatisfactory</p> <p>Descriptor Average is the average of all 12 descriptor scores for this standard.                      Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>	<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>										
<i>4 Highly Effective</i>	<i>3.5-4.0</i>										
<i>3 Effective</i>	<i>3.0-3.49</i>										
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>										
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>										
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.											
A. Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
B. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
C. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
D. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
E. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
F. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
G. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
H. Develop and maintain effective relationships with the district office and governing board;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
I. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
J. Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S.,											

## School Administrator Evaluation System

and Rule 6A-1.0017, F.A.C.;			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
K. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
L. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
<b>Evidence</b>			
<ul style="list-style-type: none"> <li>• SAC Meeting Minutes</li> <li>• Staff Meeting Minutes</li> <li>• School SIP</li> <li>• School Crunch Time Plans</li> <li>• Staff Handbook</li> <li>• Student Handbook</li> <li>• Master Schedule</li> <li>• School Discipline Data/SESIR Data</li> <li>• Attendance Team Meeting Minutes and Attendance Data</li> <li>• FSSAT Data</li> <li>• I-Succeed Results</li> <li>• CLP Schedules, Interventionist Schedules, Coaches Schedules</li> <li>• Safety Meeting Schedules and Minutes</li> <li>• ESE Support Schedules</li> <li>• FASST Plans—Examples of Safety Improvements</li> <li>• Safety Drill Dates and Follow-Through</li> <li>• Planning Professional Learning for Front Office Staff and Safety</li> <li>• Attending Principal Meetings/District Trainings</li> <li>• Implements required posters and visual reminders of safety expectations/bullying and harassment resources/reporting resources.</li> <li>• Title 1 Budgeting and Plan</li> <li>• SIP Alignment to Title 1 Budget</li> </ul>			

## School Administrator Evaluation System

<b>4. Student Learning and School Improvement</b> <b>➤ Principals</b>	<b>Final Rating:</b>										
<p><b>Descriptor Rating:</b>            4 Highly Effective            3 Effective            2 Needs Improvement            1 Unsatisfactory</p> <p>Descriptor Average is the average of all 7 descriptor scores for this standard.            Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>	<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>										
<i>4 Highly Effective</i>	<i>3.5-4.0</i>										
<i>3 Effective</i>	<i>3.0-3.49</i>										
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>										
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>										
<b>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.</b>											
<b>A. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;</b>											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>B. Ensure alignment of the school’s learning goals and classroom instruction to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan;</b>											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>C. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;</b>											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>D. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;</b>											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>E. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.;</b>											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>F. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts;</b>											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>G. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.</b>											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>Evidence</b>											
<ul style="list-style-type: none"> <li>Before and After School Tutoring Program Designs</li> <li>Classroom Observation Data</li> <li>CLP Participation and CLP Lesson Designs</li> <li>Crunch Time Plans</li> <li>Attendance Team Minutes</li> </ul>											

## School Administrator Evaluation System

---

- I Succeed Data
- MTSS Plans
- Student Grade Monitoring Practices
- SIP Goals attached to Assistant Principal Responsibilities
- Leading Title I Parent Information Nights
- Parent Survey Data

**School Administrator Evaluation System**

<b>5. Learning Environment</b>	<b>Final Rating:</b>										
<b>➤ Principals</b>											
<p><b>Descriptor Rating:</b>                  4 Highly Effective                  3 Effective                  2 Needs Improvement                  1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard.                  Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p align="center"><b>Standard Final rating:</b></p> <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>	<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>										
<i>4 Highly Effective</i>	<i>3.5-4.0</i>										
<i>3 Effective</i>	<i>3.0-3.49</i>										
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>										
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>										
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students											
A. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>										
B. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>										
C. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>										
D. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>										
<b>Evidence</b>											
<ul style="list-style-type: none"> <li>Teacher Surveys</li> <li>Teacher Observation Data</li> <li>School Discipline and SESIR Data</li> <li>PBIS Program Design</li> <li>Social Media Messaging</li> <li>A Single School Culture Plan</li> <li>School Attendance Initiatives</li> <li>Student Handbook</li> <li>Staff Handbook</li> <li>Events to Support Parents and Students</li> <li>Data Chats</li> <li>Instructional Rounds with APs and/or teacher leaders</li> <li>After School Clubs Programs that support school community</li> </ul>											

## School Administrator Evaluation System

6. Recruitment and Professional Learning		Final Rating:											
➤ Principals													
<p><b>Descriptor Rating:</b>                      4 Highly Effective                      3 Effective                      2 Needs Improvement                      1 Unsatisfactory</p> <p>Descriptor Average is the average of all 9 descriptor scores for this standard.                      Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-bottom: 1px solid black;"> <th style="text-align: left; border: none;">Final Rating</th> <th style="text-align: left; border: none;">Descriptor Average Scale</th> </tr> </thead> <tbody> <tr> <td style="border: none;">4 Highly Effective</td> <td style="border: none;">3.5-4.0</td> </tr> <tr> <td style="border: none;">3 Effective</td> <td style="border: none;">3.0-3.49</td> </tr> <tr> <td style="border: none;">2 Needs Improvement</td> <td style="border: none;">2.25-2.99</td> </tr> <tr> <td style="border: none;">1 Unsatisfactory</td> <td style="border: none;">2.24 and below</td> </tr> </tbody> </table>			Final Rating	Descriptor Average Scale	4 Highly Effective	3.5-4.0	3 Effective	3.0-3.49	2 Needs Improvement	2.25-2.99	1 Unsatisfactory	2.24 and below
Final Rating	Descriptor Average Scale												
4 Highly Effective	3.5-4.0												
3 Effective	3.0-3.49												
2 Needs Improvement	2.25-2.99												
1 Unsatisfactory	2.24 and below												
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.													
A. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
B. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
C. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
D. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
E. Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
F. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
G. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
H. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
I. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<b>Evidence</b>													
<ul style="list-style-type: none"> <li>Examples of Leading Professional Learning for Teachers</li> </ul>													

## School Administrator Evaluation System

---

- Pre-Planning Week Trainings
- Role in SAC Meetings
- Role in Building Level Planning Teams
- All Staff Professional Learning Plan
- School NEST Program
- Professional Learning for staff on teacher evaluation system
- Professional Learning for support teachers and their role
- Following policy on classroom observations and examples of feedback and growth of teachers
- Assessment Plan
- CLP Planning and data meetings
- Attendance at District Recruiting Fairs
- Leadership Meeting Minutes and Notes

## School Administrator Evaluation System

7. Building Leadership Expertise		Final Rating:											
➤ Principals													
<p><b>Descriptor Rating:</b></p> <p>4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory</p> <p>Descriptor Average is the average of all 4 descriptor scores for this standard. Descriptor Average: <input style="width: 50px; height: 20px;" type="text"/></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>			<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>												
<i>4 Highly Effective</i>	<i>3.5-4.0</i>												
<i>3 Effective</i>	<i>3.0-3.49</i>												
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>												
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>												
Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.													
A. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
B. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
C. Develop capacity by delegating tasks to other school leaders and holding them accountable.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
D. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.													
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>										
<b>Evidence</b>													
<ul style="list-style-type: none"> <li>Mentoring Coaches and Interventionists</li> <li>Mentoring new principals</li> <li>Leading NEST Programs</li> <li>Recruiting ELITE Program teachers</li> <li>Delegating assignments to promote leadership opportunities.</li> <li>Promoting teacher leaders to work or collaborate at the district level.</li> <li>Teach all to be leaders/building capacity/empowering all.</li> <li>Induction responsibilities in building</li> <li>Leading Building Level Planning Team Meetings</li> <li>Leading Discipline Team Meetings</li> <li>Examples of Mentoring a New Teacher</li> <li>Examples of Providing Feedback Opportunities for Staff</li> <li>Collaborating in CLP Team Meetings</li> <li>Succession Planning</li> <li>PNP Support for Developing Assistant Principals</li> <li>Book Clubs for teacher leaders or APs</li> <li>Leading and facilitating breakout sessions in district administrator meetings</li> </ul>													

## School Administrator Evaluation System

<b>8. Meaningful Parent, Family, and Community Engagement</b> ➤ Assistant Principal and <b>Principal</b>	Final Rating:										
<p><b>Descriptor Rating:</b></p> 4 Highly Effective 3 Effective 2 Needs Improvement 1 Unsatisfactory <p>Descriptor Average is the average of all 4 descriptor scores for this standard.                  Descriptor Average: <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="text-align: center;"><b>Standard Final rating:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Final Rating</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Descriptor Average Scale</i></th> </tr> </thead> <tbody> <tr> <td><i>4 Highly Effective</i></td> <td><i>3.5-4.0</i></td> </tr> <tr> <td><i>3 Effective</i></td> <td><i>3.0-3.49</i></td> </tr> <tr> <td><i>2 Needs Improvement</i></td> <td><i>2.25-2.99</i></td> </tr> <tr> <td><i>1 Unsatisfactory</i></td> <td><i>2.24 and below</i></td> </tr> </tbody> </table>	<i>Final Rating</i>	<i>Descriptor Average Scale</i>	<i>4 Highly Effective</i>	<i>3.5-4.0</i>	<i>3 Effective</i>	<i>3.0-3.49</i>	<i>2 Needs Improvement</i>	<i>2.25-2.99</i>	<i>1 Unsatisfactory</i>	<i>2.24 and below</i>
<i>Final Rating</i>	<i>Descriptor Average Scale</i>										
<i>4 Highly Effective</i>	<i>3.5-4.0</i>										
<i>3 Effective</i>	<i>3.0-3.49</i>										
<i>2 Needs Improvement</i>	<i>2.25-2.99</i>										
<i>1 Unsatisfactory</i>	<i>2.24 and below</i>										
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.											
A. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
B. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
C. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
D. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community;											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
E. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.											
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>								
<b>Evidence</b>											
<ul style="list-style-type: none"> <li>Title 1 Parent Involvement Plans</li> <li>Parent Engagement Activities</li> <li>Parent Surveys</li> <li>Student Surveys</li> <li>Teacher Surveys</li> <li>Single School Culture Planning</li> <li>School Messenger Messages</li> <li>School Website and social media messages</li> <li>Call Logs</li> <li>Facilitating or presenting during SAC and PTO Meetings</li> <li>Open House Planning</li> <li>Academic Nights Planning</li> <li>Graduation Planning or Transition Ceremony Planning</li> </ul>											

## School Administrator Evaluation System

---

Enter Final Ratings for Each Standard in Column 2. Determine weighted score for each standard and enter into Column 4.

Add weighted scores together to determine the Leadership Practice Score.

Column 1 Standard	Column 2 Points	Column 3 Weight	Column 4 Weighted Score
<b>Standard 1: Ethics</b> <i>4 Descriptors</i>		8%	
<b>Standard 2: Vision</b> <i>4 Descriptors</i>		8%	
<b>Standard 3: School Operations</b> <i>12 Descriptors</i>		20%	
<b>Standard 4: Student Learning</b> <i>7 Descriptors</i>		20%	
<b>Standard 5: Learning Environment</b> <i>4 Descriptors</i>		8%	
<b>Standard 6: Professional Learning</b> <i>9 Descriptors</i>		20%	
<b>Standard 7: Building Leadership</b> <i>4 Descriptors</i>		8%	
<b>Standard 8: Communication, Community Engagement</b> <i>5 Descriptors</i>		8%	
		Leadership Status Score:	
<b>DPP- value added</b>		20%	
<b>Leadership Practice Score:</b>			

## School Administrator Evaluation System

---

Enter

Leadership Practice Score: \_\_\_\_\_

Multiply by 67% \_\_\_\_\_

Enter Student Growth Measures Score (SGM): \_\_\_\_\_

Multiply by 33% \_\_\_\_\_

Add weighted Leadership Practice Score and SGM scores together: \_\_\_\_\_

Determine final performance rating using scale below:

Leadership Practice Performance Rating
<b>3.2-4.0 Highly Effective (4)</b>
<b>2.5- 3.19 Effective (3)</b>
<b>2.25-2.49 Needs Improvement (2)</b>
<b>2.24 and below: Unsatisfactory (1)</b>

Final Evaluation Score: \_\_\_\_\_

Supervisor Signature	Date
Principal Signature	Date

## School Administrator Evaluation System

### Appendix E

Compare and Contrast AP and Principal Descriptors	
Assistant Principals	Principals
<b>1. Professional and Ethical Norms. Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students</b>	
<p>A. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (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>B. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.;</p> <p>C. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and</p> <p>D. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule</p>	
<b>2. Vision and Mission. Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</b>	
A. <b>Assist and support</b> the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.	A. <b>Collaborate with district and school leaders</b> in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.
B. <b>Collaborate in the collection, analysis, and utilization of student academic data</b> to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.	B. <b>Collaborate with members of the school and community using academic data</b> to develop and promote a vision focused on successful learning and the academic development of all students.
C. <b>Collaborate, support, and model</b> the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	C. <b>Collaborate to develop, implement,</b> and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.
D. <b>Assist and support</b> the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	D. <b>Strategically develop and implement systems</b> to achieve the vision and mission of the school – reflecting and adjusting when applicable; and
E. Recognize individuals for contributions toward the school vision and mission.	E. Recognize individuals for contributions toward the school vision and mission.
<b>3. School Operations, Management, and Safety. Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</b>	

## School Administrator Evaluation System

<p>A. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices.</p>	<p>A. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;</p>
<p>B. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.</p>	<p>B. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.</p>
<p>C. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.</p>	<p>C. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;</p>
<p>D. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.</p>	<p>D. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning.</p>
<p>E. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders.</p>	<p>E. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders.</p>
<p>F. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.</p>	<p>F. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults.</p>
<p>G. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p>	<p>G. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;</p>
<p>H. Develop and maintain effective relationships with the district office and governing board;</p>	<p>H. Develop and maintain effective relationships with the district office and governing board.</p>
<p>I. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.</p>	<p>I. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe.</p>
<p>J. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.</p>	<p>J. Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.</p>
<p>K. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school</p>	<p>K. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and</p>

## School Administrator Evaluation System

environment; and	
L. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	L. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.
<b>4. Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students</b>	
A. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	A. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students.
B. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	B. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.
C. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	C. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs.
D. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	D. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.
E. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning.	E. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.
F. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	F. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and
G. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	G. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.
<b>5. Learning Environment. Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.</b>	
A. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment.	A. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.
B. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.	B. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and

## School Administrator Evaluation System

	unbiased manner.
C. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	C. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and
D. <b>Support</b> instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	D. <b>Provide opportunities</b> for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.
6. Recruitment and Professional Learning. Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students	
A. <b>Assist with hiring, developing, supporting, and retaining</b> diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	A. <b>Recruit, hire, develop, support, and retain</b> diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.
B. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	B. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
C. <b>Collaborate with the school principal to identify</b> instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.	C. <b>Identify</b> instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement.
D. <b>Collaborate with the school principal and content or grade-level leads to develop</b> a school-wide professional learning plan based on the needs of instructional personnel and students, and <b>revise</b> elements of the plan as needed.	D. <b>Develop a school-wide professional learning plan</b> based on the needs of instructional personnel and students, and <b>revise</b> elements of the plan as needed.
E. <b>Collaborate with the school principal to develop</b> school personnel's professional knowledge and skills by <b>providing access</b> to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	E. <b>Develop</b> school personnel's professional knowledge and skills <b>by providing access</b> to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies
F. <b>Support the school principal in monitoring and evaluating</b> professional learning linked to district- and school-level goals to foster continuous improvement.	F. <b>Monitor and evaluate</b> professional learning linked to district- and school-level goals to foster continuous improvement.
G. <b>Collaborate with the school principal to monitor and evaluate</b> professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement.	G. <b>Monitor and evaluate</b> professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.
H. <b>Collaborate with the school principal to utilize</b> time and resources to <b>establish and sustain</b> a professional culture of collaboration and commitment to the shared educational	H. <b>Provide time and resources</b> to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the

## School Administrator Evaluation System

vision, mission, and core values of the school with mutual accountability; and	school with mutual accountability; and
I. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	I. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.
<b>7. Building Leadership Expertise. Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.</b>	
A. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content.	A. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.
B. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.	B. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.
C. Develop capacity in teacher leaders and hold them accountable; and	C. Develop capacity by delegating tasks to other school leaders and holding them accountable; and
D. Plan for and provide opportunities for mentoring new personnel.	D. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.
<b>8. Meaningful Parent, Family, and Community Engagement. Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.</b>	
A. Understand, value, and employ the community's cultural, social, and intellectual context and resources.	
B. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.	
C. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	
D. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	
E. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	

## Appendix F



St. Lucie Public Schools

Parent Input Form

This form is to be used by parents, teachers or other interested parties to provide input towards the assessment of teachers/administrators.

Teacher/Administrator Name: \_\_\_\_\_

Position: \_\_\_\_\_

Site/School: \_\_\_\_\_

Comments:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_