School District of Sumter County

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.

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

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

Overview

Sumter County's School Administrator Evaluation System is multi-metric and centered around the Florida Educational Leadership Standards (FELS) . It encompasses a *Leadership Practice* (LP) score, a *Deliberate Practice for Professional Growth* (DP) score and a Student Growth Measure (SGM) score, that when combined, provide an *Annual Performance Level* (APL). This is an overall rating and is the culmination of a year's work reflective of the success of the school leader. All principals, assistant principals, and assistant principal interns are evaluated annually by their immediate supervisor. Such evaluation is ongoing, sufficiently specific, and frequent enough to support demonstrated proficiency.

The evaluation includes a minimum of three conferences held each year. The initial conference is held prior to the end of September to review and establish goals and expectations. Goal setting is based on prior evaluation needs, current school/district needs, student performance, new legislation, and the FELS. A mid-year progress check accompanied by documentation is conducted in December or January. A final evaluation conference is held following release of state assessment scores. Discussions concerning expected outcomes in relationship to specific site conditions are ongoing throughout the evaluative process. An evaluation summary shall be maintained in the respective administrator's personnel file. A copy of the evaluation shall be provided to the person being evaluated.

Evaluation depends on the candid acknowledgment of a leader's successes, needs for growth, and the clear association of those leadership practices with results. This gives the leader the opportunity to provide feedback to the school district, empowers the leader with authority to make decisions that will improve personal effectiveness, is standards-based, allows for honest and accurate feedback, and provides for clear descriptions of leadership behaviors. The leader expects to grow, develop, learn, and improve.

Guided by a proactive evaluation, the leader can identify specific areas in which development and growth are most needed. The Sumter School District provides this leadership evaluation as a constructive, fair, and clear system for describing behaviors and characteristics that separate highly effective leaders from those who are deemed effective, needing improvement or unsatisfactory in meeting essential leadership standards.

Appraisal focuses on individual abilities in the achievement of school, district, and personal goals and links possible rewards and recognition to successful performance. This may include public recognition, letters of commendation, or monetary compensation that may be awarded as per district guidelines. The evaluation provides a framework for the following:

- Enabling self-assessment and personal reflection contributing to success of the school leader
- Affording a focus for professional growth and continuous personal improvement

- Guiding evaluators in making consistent and fair judgments concerning proficiency
- Provision of specific feedback, mentoring, coaching, and collaboration to improve proficiency and performance
- Designating an annual performance level based on measures of the FELS, DP and student performance outcomes
- Affording a basis for improvements within specific schools and the Sumter School District

Part II: Evaluation System Requirements

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

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

☒ The district provides training programs and has processes that ensure:

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data 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 learning; 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 learning programs, pursuant to section 1012.98(10), F.S.

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 learning; 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.

Step 1: Orientation to the Evaluation System

All persons subject to school leadership evaluation require an orientation to the appraisal system. Orientations occur upon entrance to the Level II, School Principal program or within thirty days of hire. Orientations are coordinated by the Human Resources (HR) department for school principals and by school principals for their respective assistant principals and assistant principal interns. The orientation includes the following:

- Review of performance appraisal documents, content, procedures, expectations, evidence collection, scoring, and self-check of alignment,
- Use of designated forms for performance evaluation, data collection, and documentation,
- Florida Department of Education (FDOE) tools and support,
- FELS,
- Mentoring and professional learning opportunities, and
- Florida's Common Language of Instruction and High Effect Size Indicators.

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.

Step 2: Pre-planning for Evaluation

In preparation for initial contact with school leaders concerning DP, the superintendent solicits input from district administrators and relies on respective contributions of evaluators responsible for elementary and secondary levels in drafting individual or collective, annual goals. Three goals are determined for each school leader: a School Improvement Goal, a Professional Learning Goal, and a Personal Growth Goal. Goal setting is based on prior evaluation needs, current school and district needs, student performance data, legislative requirements, and the FELS. After preparing the goals, district administrators responsible for the evaluations schedule individual, initial conferences with school administrators to deliver and discuss expectations and associated dynamics of DP initiatives. As the superintendent prepares the DP form for each principal, the principal does likewise for school level assistant principals and assistant principal interns.

Step 3: Initial Conference

Prior to the end of September, the initial conference is scheduled by the superintendent or designee with the principal. In turn, the principal conducts the initial conference with the assistant principal and assistant principal intern during that same month. The purpose of the initial conference is to review and establish clear expectations and set goals for the year that focus on student achievement, individual strengths, system priorities, and unique situational circumstances. The school leader is responsible throughout the year for collecting evidence to document established goals. The initial conference may include the following intents:

- Discuss domains, standards and indictors related to student achievement, staff professional learning needs, school improvement, system issues, school site developments, personal growth needs, or other pertinent topics;
- Establish DP goals that interface with school and district goals;
- Discuss student growth data and measures of performance;
- Consider means that support continuous school improvement;
- Review collection of evidence to document demonstration of the FELS such as on-site interviews, observations, work site analysis, management information system reports, annual reports, school improvement initiatives, student performance, customer surveys, and teacher or parent input as appropriate;
- Discuss school leadership expectations concerning the effective use of the Sumter County Schools' Framework for Teaching evaluation instrument;
- Promote professional learning and opportunities to improve skills and knowledge;
- Determine how input will be secured from parents, teachers, and customers (climate surveys);
- Determine how to maintain a positive and collaborative relationship with stakeholders to increase student achievement;
- Answer questions; and
- Provide mentoring.

Step 4: Mid-year Conference and Monitoring (Formative)

The mid-year conference is a collaborative, monitoring meeting between the administrator being evaluated and the evaluator responsible for conducting the evaluation: assistant principal or assistant principal intern evaluated by the principal; principal evaluated by an appropriate district program elementary or secondary director. Formative in nature, it is conducted in December or January to discuss and record progress on DP goals and produce evidence for ratings on meeting proficiency levels detailed in the School Administrator Evaluation System matrix. Evidence at this time could come from frequent site visits by the evaluator and other district administrators, supervisor observations, artifacts, data, a portfolio, interviews, surveys and other accumulated information analyzed in the context of the evaluation indicators. The responsibility for producing appropriate evidence rests with the individual being evaluated while the evaluator is responsible for detailed documentation of same for use by the superintendent in the final conference.

The mid-year conference is an opportunity for praise, encouragement, and recommendations. It also provides an opportunity for coaching, mentoring, and timely feedback. From the conference, recommendations for professional learning may evolve or further association with like communities of practice. All FELS are part of the discussion and documentation.

A deadline prior to the final conference is afforded for submission of evidence in areas where little or no evidence is presented in the mid-year conference. These are areas that would otherwise result in a lower rating but might also be intended as evidence to bolster a rating upward. Any actions or inactions that might result in a lower rating are communicated. The evaluator submits a documented list or narrative of evidence to the superintendent. Although this process is led by the district evaluator for school principals, the mid-year conference is to be conducted by the principal for assistant principals and assistant principal interns assigned to the school site.

Step 5: Preparation for a Consolidated Performance Assessment

The superintendent will use the following information in preparation for the consolidated performance assessment:

- School Administrator Evaluation System Matrix ratings,
- LP score,
- DP score,
- SGM score,
- Climate Survey results;
- School recruitment and retention statistics;
- Teacher evaluation data, and
- Other leadership practices that result in improved student outcomes.

The superintendent relies on this information and a personal meeting with the evaluator to discuss, and tentatively calculate an individual's overall appraisal and Annual Performance Level. At this time, the superintendent also considers parental and teacher input as appropriate evidence into the school leader's evaluation. The superintendent uses electronic forms to accumulate evidence, consolidate ratings, and summarize the outcome for principals. The site administrator does likewise for assistant principals and assistant principal interns.

Step 6: Final Conference (Summative)

Based on this determination and prior to September 15, a final conference is held between the Superintendent of Schools and individual school administrator to present the APL rating. In the case of the assistant principal or assistant principal intern, the site administrator conducts the summative conference. The purposes of the final conference are noted:

- Review all evidence submitted;
- Discuss the individual's performance rating on the School Administrator Evaluation System Matrix reflecting the FELS and arrival at one of five possible performance levels to determine the LP Score and associated proficiency designation;
- Consider accomplishment status of each of three predetermined DP goals and determine the combined final proficiency level;
- Determine impact of the Student Growth Measure and proficiency level;
- Consider parent and teacher Climate Survey responses;
- Review the administrator's evaluation of instructional personnel and all pertinent data to determine improvement in the percentage of classroom teachers evaluated at the effective or highly effective level;
- Review school recruitment and retention statistics of effective or highly effective teachers.
- Combine all for an APL designation;
- Discuss areas of commendation, where improvement can be accomplished, professional learning needed, and how assistance can be provided to help achieve a higher level of performance while also discussing employment consequences based on a less than desirable performance level and procedures for moving forward; and

- File final, APL calculation form with HR to become part of the individual's personnel record. An electronic copy is verified by all parties involved in the evaluation process and a hard copy is made available to each school administrator. The HR department will comply with 1012.34 reporting requirements to the FDOE.

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.

All principals, assistant principals and assistant principal interns are evaluated annually by their immediate supervisor using the Sumter School District School Administrator Evaluation System. Such evaluation is ongoing, sufficiently specific, and frequent enough to support demonstrated proficiency.

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 Sumter County, instructional leadership accounts for 46% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

The LPS is measured using the School Administrator Evaluation System Matrix and comprises 46% of the overall evaluation. The matrix is designated for use with principals, assistant principals and assistant principal interns. The matrix addresses five proficiency levels in each of the FELS.

The matrix describes a fair and clear system for evaluating behaviors and characteristics of administrators based on observation of the leader's actions and the leader's impact on actions and behaviors of others. The matrix is weighted to arrive at score ranges for five proficiency levels. Striving toward increased aptitude, the administrator demonstrates understanding of the following performance designations assigned by law:

- **Highly Effective** leaders have an impact on an entire organization and are a primary source of developing additional leadership in their organization. Their performance is beyond effective. They routinely share their ideas, mentor others and view their roles as improving a single entity but also acting as an agent of system-wide improvement.

- **Effective** leaders impact organizational needs within their school by reinforcing and challenging students, teachers and leaders within. They meet requirements for success.

Their performance is both adequate and necessary for improvement and clearly makes a contribution to their school. While their work is challenging, rigorous, and demanding, they can be proud of their achievements.

- **Needs improvement** leaders are principals and experienced assistant principals lacking sufficient proficiencies to improve student learning, instructional practice, and/or other responsibilities. They have some understanding of what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become more effective leaders within a reasonable time.

- **Developing** leaders are assistant principals demonstrating potential in their first two years of administration. They understand what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become effective leaders within a reasonable time. Adjustments are made by evaluators as appropriate on the school leader evaluation rubric regarding expectations for assistant principals based on experience level. Levels of proficiency including depth, breadth, knowledge, skill and evidence of demonstration will be modified as deemed appropriate by the evaluator.

- **Unsatisfactory** describes leaders who are inadequate. They do not understand what is required for proficiency or have demonstrated through their action and inaction that they choose not to strive for improvement. The goal is to identify, define, and document inadequate performance and make necessary changes very quickly.

The LP score is aligned with performance on each of the FELS. Each standard has a varied number of descriptors. Through the preponderance of evidence provided by the school administrator and documented by the supervisor on each descriptor within a standard, the overall proficiency recommendation for the standards will be determined. Weighting of the standards are listed below.

Standard	Title	Descriptors	Weight
1	Professional and Ethical Norms	4	10
2	Vision and Mission	5	10
3	School Operations, Management and Safety	12	20
4	Student Learning and Continuous School Improvement	7	15
5	Learning Environment	4	15
6	Recruitment and Professional Learning	9	10
7	Building Leadership Expertise	4	10
8	Meaningful Parent, Family, and Community Engagement	5	10
			100

Please see Appendix B.

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 Sumter County, other indicators of performance account for 20% of the school administrator performance evaluation.

2. Description of additional performance indicators, if applicable.

Deliberate Practice for Professional Growth
Deliberate Practice for Professional Growth measure delineates three annual goals established collaboratively with the school administrator: School Improvement, Professional Learning, and Personal Growth. The school administrator records targets to assess intermittent progress and, later, to document achievement toward same. Goals and expectations that are established incorporate High Effect Size Strategies, Florida's Common Language of Instruction, and, as applicable, recommendations evident from each administrator's previous evaluation. Performance responsibilities are clearly outlined by designating the task, actions to be taken, timeline, result, and proof of evidence. Goal setting is tied closely to the matrix as a measure of both student achievement and leadership actions that create opportunities for all school administrators.

3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

The DP metric comprises 20% of the overall score and is comprised of three specific measureable goals all weighted equally. Each goal will have intermittent progress targets. Through the preponderance of evidence provided by the school administrator and documented by the supervisor, the overall ratings are determined. Performance ratings options are as follows:

- **Highly Effective** - Goal met, all intermittent progress targets achieved, and verifiable improvement in leaders performance
- **Effective** - Goal met, intermittent progress targets achieved, impact not yet evident
- **Needs Improvement** - Goal not met, but some intermittent progress targets met
- **Developing** - Goal not met, but intermittent progress targets met, some impact evident
- **Unsatisfactory** - Goal not met, nothing beyond one intermittent progress target met

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 Sumter County, performance of students accounts for 34% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

The SGM portion of the evaluation will include growth or proficiency data for students assigned to the school over the course of three years, including the current school year. If less than three years of data are available, the years for which data are available will be used, including the current school year. In order to include student data for the current school year for which the administrator is being evaluated, the evaluator will finalize the annual administrator assessment form when the data becomes available during or after the close of the school year. The student performance portion of the evaluation is based on data and indicators of student learning growth assessed annually by state-adopted value-added formula (VAM) and state related assessments. The state-adopted VAM will be utilized for measuring student learning growth in all courses associated with statewide assessments. For all other grades and subjects, the district will utilize proficiency levels for determining student performance. Assessments utilized are as follows:

- District Approved Assessment: ELA and Math
- Florida Assessment of Student Thinking (FAST): ELA and Math
- Statewide Science Assessment
- Algebra, Civics, Algebra, Algebra I, Biology, US History and Geometry EOCs
- College Readiness Assessment
- Florida Alternative Assessment (FAA)
- Industry Certification Exams

The SGM will be determined by the weighted average based upon the number of students taking each exam. For year-long courses, scores for students present in both FTEs will be used. For block or single-semester courses, scores will be based on the percentage of time students are enrolled in the class (i.e., 90% of course length).

Sumter County will accept the state determined VAM scores. The chart below demonstrates how scores will be converted to points.

VAM Score	Rating	Conversion Points
4	Highly Effective	4
3	Effective	3
2	Developing	2
2	Needs Improvement	2
1	Unsatisfactory	1

An average student score will be established per test utilizing national, state, or district averages.

Courses without a VAM Score	Rating	Conversion Points
growth, achievement, or proficiency percent is 5.00 percentage/percentile points or greater than the national, state or district average	Highly Effective	4
growth, achievement, or proficiency percent is between 4.99 percentage points above and 4.99 percentage/percentile points below the national, state or district average	Effective	3
growth, achievement, or proficiency percent is between 5.00 percentage/percentile points below and 9.99 percentage points below the national, state or district average	Developing	2
growth, achievement, or proficiency percent is between 5.00 percentage/percentile points below and 9.99 percentage points below the national, state or district average	Needs Improvement	2
growth, achievement, or proficiency percent is 10.00 percentage/percentile points below the national, state or district average	Unsatisfactory	1

Performance ratings options are as follows:

Rating	Scale	Conversion Points
Highly Effective	80.0025 - 100.0000	4
Effective	60.0025 - 80.0000	3
Developing	50.0000 - 60.0000	2
Needs Improvement	50.0000 - 60.0000	2
Unsatisfactory	0.0000 - 49.9975	1

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.

Leadership Practice Score is an assessment of the leader's proficiency on the FFELS. An effectiveness rating on the matrix provides for feedback and growth based on work of the school administrator and impact on colleagues. This metric equals **46%** of the overall score.

Deliberate Practice for Professional Growth Score is based on goal setting and accomplishment in three specific areas: School Improvement, Professional Learning, and Personal Growth. All goals are weighted equally. This metric equals **20%** of the overall score.

Student Growth Measure Score is the annual performance outcome of students assigned to the school and is based on designated growth measures used and "cut points" applied to conform to state law and State Board of Education rules. This metric equals **34%** of the overall score.

Summary of Scoring Process	
Leadership Practice Score	46%
Deliberate Practice for Professional Growth Score	20%
Student Growth Measure Score	34%
Annual Performance Level	100%

Annual Performance Level Rating Scale	
Highly Effective	80.0025 – 100.0000
Effective	60.0025 – 80.0000
Needs Improvement/Developing	50.0000 – 60.0000
Unsatisfactory	0.0000 – 49.9975

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.

		Sample Scores			
Administrator	Leadership Practice Score	Deliberate Practice for Professional Growth Score	Student Growth Measure Score	Total	Annual Performance Level
Secondary Assistant Principal	77.5	58.33	75	72.82	Effective
Secondary Assistant Principal	57.5	58.33	25	46.62	Unsatisfactory
Elementary Principal	93.75	91.67	75	86.96	Highly Effective
Elementary Principal	56.25	33.33	50	49.54	Unsatisfactory

Please see Appendix D.

Appendix A – Evaluation Framework Crosswalks

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

Sumter School Administrator Evaluation System Matrix			
Highly Effective	**Effective**	**Needs Improvement or Developing**	**Unsatisfactory**
Highly effective leaders have an impact on an entire organization and are a primary source of developing additional leadership in their organization. Their performance is beyond effective. They routinely share their ideas, mentor others and view their roles as improving a single entity but also acting as an agent of system-wide improvement.	**Effective** leaders impact organizational needs within their school by reinforcing and challenging students, teachers and leaders within. They meet requirements for success. Their performance is both adequate and necessary for improvement and clearly makes a contribution to their school. While their work is challenging, rigorous, and demanding, they can be proud of their achievements.	**Needs improvement** leaders are principals and experienced assistant principals lacking sufficient proficiencies to improve student learning, instructional practice, and/or other responsibilities. They have some understanding of what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become more effective leaders within a reasonable time. **Developing leaders** are assistant principals demonstrating potential in their first two years of administration. They understand what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become effective leaders within a reasonable time. Adjustments are made by evaluators as appropriate on the school leader	**Unsatisfactory** leaders are inadequate. They do not understand what is required for proficiency or have demonstrated through their action and inaction that they choose not to strive for improvement. The goal is to identify, define, and document inadequate performance and make necessary changes very quickly.

		evaluation rubric regarding expectations for assistant principals based on experience level. Levels of proficiency including depth, breadth, knowledge, skill and evidence of demonstration will be modified as deemed appropriate by the evaluator.		

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.

	Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
School Administrators a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 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;	There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.	The leader's professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.	The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code of Ethics of the Education Profession and Principles of Professional Conduct.	The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.
School Administrators b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	The leader informs the development or revision of school system and/or state polices focused on ethics or professional norms.	The leader holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies.	The leader partially implements local, state, and federal laws, regulations, and policies. The leader inconsistently implements professional norms	The leader inconsistently applies local, state, and federal laws, regulations, and policies. The leader rarely communicates expectations of

		The leader implements professional norms for collaborative work that promote respect, transparency, integrity, fairness, trust, and perseverance among school staff.	to promote a collaborative work culture.	professional norms and ethical practices to school staff.
School Administrators c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	The leader creates a culture of support in which all stakeholders are committed to the success and well-being of students and willing to contribute time and resources toward the development of the whole child.	The leader's primary professional concern is for student well-being and for the development of full potential. The leader works to acquire the resources needed to overcome barriers which are beyond the control of the school, family, and community.	There are segments of the school community whose developmental needs are not addressed, and leadership efforts to understand and address those needs are not evident.	The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.
School Administrators d. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.	The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct. The leader uses dissent to inform final decisions, improve the quality	The leader implements unpopular policies unenthusiastically or in a perfunctory manner. The leader has a general recollection of issues addressed in the Code of Ethics of the Education Profession and Principles of Professional Conduct, and there is limited evidence that the school leader abides by	The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006. Dissent or dialogue about the need for improvements is absent due to a climate of fear and

	The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and organization learned for the future. The leader encourages constructive dissent in which multiple voices are heard and final decision improved and more broadly supported.	of decision-making, and broaden support for his or her final decision while remaining focused on the vision of the organization.	the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida. There is some evidence that the leader tolerates dissent, but very little of it in public.	intimidation and/or apathy.

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.

	Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
Principals a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies; **Assistant Principals** a. Assist and support the alignment of the school vision and mission with district initiatives, State	The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. Collaborative learning strategies are used in all	Classroom disruptions are kept to a minimum. Master scheduling maximizes student learning opportunities. Instruction is bell to bell. Classrooms are set-up to enhance	Teachers participate in hands-on instruction with follow-up activities. Collaborative learning strategies are used in some classrooms. Classrooms are not consistently set-up to enhance student	Collaborative learning strategies are used for basic compliance or are not used at all. Classrooms are not set-up to enhance student learning and engagement. Technology is used primarily for administrative tasks.

Board of Education priorities, and current educational policies;	classrooms as a routine part of instruction. Students routinely use technology to work with peers. All teachers use technology effectively for lesson delivery and facilitate students' appropriate use of instructional technology.	student learning and engagement. Collaborative learning strategies are used in most classrooms. A majority of faculty attempt to use technology for lesson delivery, and regularly involve students in the appropriate use of instructional technology.	learning and engagement. Technology is used for internal tasks and communication. Individual use by students for research and internet resources is available in a centralized area. Some faculty attempt to use technology for lesson delivery and occasionally involve students in the appropriate use of instructional technology.	Student access is limited. The majority of faculty members demonstrate limited or no use of technology for lesson delivery. Classrooms disruptions are prevalent and unresolved.
Principals b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students; **Assistant Principals** b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps. The leader routinely shares examples of specific leadership,	Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups. The leader disaggregates data and conferences with teachers to assist in identifying patterns in student achievement and strategy implementation. The leader has trained faculty and staff to examine	Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results. The leader is able to review data to identify patterns in	The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. Under the leader's direction, no changes in practices or processes have been implemented that are designed to address achievement gaps. The leader relies on district staff for data. The leader does not share knowledge with staff to

	teaching, and curriculum strategies that are associated with improved student achievement with other school leaders. The leader empowers teaching and administrative staff to draw inferences from data.	student and staff performance by grade, department, and student subgroups. Data insights are regularly the subject of faculty meetings. The leader ensures that professional learning communities are focused on student achievement, including reviews of individual student work compared to standards.	student achievement. The leader is aware of classroom, school, state, and district results, and has discussed those results with staff. The leader inconsistently shares knowledge with staff to increase student achievement.	increase student achievement.
Principals c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students; **Assistant Principals** c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	Other administrators in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives. The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. The leader offers professional learning opportunities that are aligned to the strategic objectives and the school improvement plan. The decisions of the leader are aligned to the vision, mission, and strategic priorities of the organization and are based on current data.	The leader has established student achievement goals that are specific and measurable, but these efforts have yet to result in improved student achievement. While the vision, mission, and priorities may be visible; they are not consistently linked to the leader's decisions and are not based on current data.	The goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system. The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.

Principals d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and **Assistant Principals** d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	Use of data is reflected in all decisions, ranging from course, classroom and teacher assignments, to the discontinuation or addition of programs, and matching highly qualified teachers to student needs. Inferences from data are shared widely outside the school community in order to scrutinize the analysis and replicate the success of this school leader. The leader serves as a resource to other leaders as well as district staff in the disaggregation of data, providing advice regarding the types and effective utilization of reports. The leader uses multiple data sources, including state and district assessments, and has longitudinal data.	The leader uses multiple data sources, including state and district assessments, and has at least two years of data. The leader can specifically document examples of decisions in teaching assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.	The leader participates in data-driven decision-making seminars but demonstrates limited evidence of changes based on data. Some decisions are based on data, but others are the result of personal preference and tradition.	Data is rarely used for decisions, and the predominant decision-making methodology is either a popularity contest, an imperial mandate from the leader or independent decisions that are not informed by data or collaborations with others. The leader is indifferent to data and makes no changes in schedule, instruction, curriculum, or leadership compared to the previous year.
Principals e. Recognize individuals for contributions toward the school vision and mission. **Assistant Principals**	The leader actively seeks a variety of methods for acknowledging individual and school-wide success	The leader at acknowledges and celebrates the accomplishments of the school as a whole and the	The leader acknowledges and celebrates the accomplishments of the school as a whole and the	The leader attempts to acknowledge and celebrate the accomplishments of

| e. Recognize individuals for contributions toward the school vision and mission. | that meet the unique needs of faculty and staff. | accomplishments of individuals within the school and monitors the extent to which people feel honored for their contributions. | Accomplishments of individuals within the school. | the school as a whole and the accomplishments of individuals within the school, but does not complete the task, does so partially does not attempt to do so. |

3. School Operations, Management, and Safety

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

	Highly Effective	**Effective**	**Needs Improvement or Developing**	**Unsatisfactory**
Principals a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices; **Assistant Principals** a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resources.	The leader is knowledgeable about the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, schedules, deadlines, and budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practices.	The leader sometimes meets project deadlines, but only at the expense of breaking the budget; or meets budget, but fails to meet deadlines. The leader has little experience with or knowledge of the rules of finance. The leader manages the budget but does not tie expenditures to instructional priorities.	The leader has little or no record of keeping, commitment for schedules, and/or adherence to budgets. The leader has no knowledge of or refuses to follow the rules of finance.
Principals b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities	The leader improves teaching and learning outcomes resulting from	The leader assigns and schedules staff to roles and responsibilities that optimizes their	The leader ensures that input is regularly	The leader attempts to ensure that input is regularly collected from

that optimize their professional capacity to address all students' learning needs; **Assistant Principals** b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	implementation of targeted operational and management strategies.	professional capacity to address the learning needs of students. The school schedule is created with all student groups in mind, meeting accommodation needs for students with disabilities.	collected from teachers and staff and appropriately delegates responsibilities.	teachers and staff and appropriately delegates responsibilities, but does not complete the task or the school leader does not attempt to do so.
Principals 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; **Assistant Principals** 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;	The leader uses project management as a teaching device, helping others in the organization understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build systems thinking throughout the organization. Project plans are visible so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results are published.	The leader's projects are managed using clear and written lists of milestones, deadlines, and persons responsible. Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. Successful projects and results are evident.	The leader's projects are managed using lists of milestones and deadlines, but are infrequently updated or monitored. The leader is aware of organizational priorities, but the daily emergencies frequently intrude into a focus on the priorities with little evidence of effective multi-tasking to prevent or minimize such intrusions. The leader calendar and task list can be available with warning. Workspace is tolerable, but somewhat unorganized.	The leader's project management is haphazard or nonexistent. There is little or no evidence of lists of milestones and deadlines. The leader is unaware of or indifferent to organizational priorities. Deadlines and priorities are not met. The leader personal workspace is disorganized. Multi-tasking, if it exists, is more about putting out fires than about implementing organizational priorities.

	The leader regularly removes tasks or delegates tasks so that an examination of projects implemented, goals achieved, and achievement gains reflect the priorities of the organization. The leader provides documentation of multi-tasking and priority management. Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaboration with people at all levels. The calendar is focused on the priorities of the leader and the organization.	The leader regularly removes tasks or delegates tasks so that an examination of projects implemented, goals achieved, and achievement gains reflect the priorities of the organization. The leader identifies and organizes resources to achieve curricular and instructional goals and manages a daily to do list to accomplish all opportune and required tasks. The priorities of the organization and the multi-task priorities are closely matched.		
Principals 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; **Assistant Principals** d. Collaborate with school leaders to utilize data, technology, and communication systems to	The leader utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community as well as the community at large.	The leader utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of	The leader inconsistently uses a system of communication that is neither timely nor varied and may or may not reach all members of the school community. The leader doesn't consistently use the district's various data systems for	The leader does not utilize a system of communication. The leader does not know to use the district's various data systems. The leader does not maintain or monitor school and district calendars.

deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;		the school community. The leader can manipulate the district's various data systems for decision-making and efficiency. The leader maintains and monitors school and district calendars.	decision-making and efficiency. The leader doesn't reliably maintain and/or monitor school and district calendars.	
Principals e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders; **Assistant Principals** e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), and explicitly plans analysis and reflection of data, and establishes structures that facilitate responsive action based on feedback and analysis. The leader calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Communication strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations.	Faculty meetings include open, two-way discussions. The leader has established an explicit process for engaging the public in both celebrations and discussion of controversial issues. The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.	The leader typically limits listening to questions during faculty meetings.	Faculty meetings consist of the reading of announcements with little or no interaction.

Principals f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults; **Assistant Principals** f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	The leader utilizes a system of open communication that is all-encompassing and a model for others.	The leader utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. The leader effectively communicates information from the district to the faculty.	The leader utilizes a single system of communication that provides some information for the school such as web page or paper notices.	The leader does not utilize a system of communication.
Principals g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation; **Assistant Principals** g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	The leader leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district. The leader monitors to improve systems designed to encourage and build community relationships , in a manner that fosters respect, outreach, and community engagement.	The leader participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school. The leader implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community.	The leader understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities	The leader understands but does not articulate the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities.

Principals h. Develop and maintain effective relationships with the district office and governing board; **Assistant Principals** h. Develop and maintain effective relationships with the district office and governing board;	The leader plays an active role in the development of district goals and initiatives directed at improving student achievement. The leader analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies that are aligned with the district initiatives for improving student achievement.	The leader develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. The leader implements and guides district initiatives directed at improving student achievement The leader collaborates with administrative colleagues to share best practices related to district goals and initiatives. The leader seeks internal and external opportunities to secure resources in support of the school's academic program.	The leader communicates with central office staff and governing board. The leader understands and can explain district goals and initiatives directed at improving student achievement. The leader openly and effectively communicates between and within school and district administration.	The leader inconsistently communicates with district office staff or governing board.
Principals i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe; **Assistant Principals** i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure	The leader leverages capacity by building teams of community members to establish, implement, and monitor protocols and processes that foster a safe and secure school environment in alignment with	The leader establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school and state system policies.	The leader understands and implements school security and safety procedures (e.g. visitor sign-in, emergency preparedness drills) in alignment with school system requirements	The leader inconsistently adheres to school system policies regarding safety and security.

that students, school personnel, families, and community are safe;	school and state system policies.			
Principals 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.; **Assistant Principals** j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	The leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and the community. The leader leverages capacity by building teams of staff to lead and manage components of school safety procedures	The leader ensures that correct routines and procedures are in place that lead to orderly conduct and monitors the extent to which students, parents, and the community share the perception that the school environment is safe and orderly.	The leader ensures that correct routines and procedures are in place that lead to orderly conduct.	The leader attempts to ensure that correct routines and procedures are in place that lead to orderly conduct, but does not complete the task or does not attempt to do so.
Principals k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and **Assistant Principals** k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	The leader reviews, analyzes, and implements school safety initiatives based on school data to ensure an environment conducive to learning. The leader intervenes and provides support when teachers, staff, students, parents, and community input is not working to optimize the function of the school.	The leader ensures that input is regularly collected from teachers, staff, students, parents, and community and monitors the extent to which the inputs are contributing to the optimal functioning of the school.	The leader ensures that input is regularly collected from teachers, staff, students, parents, and community.	The leader attempts to ensure that input is regularly collected from teachers, staff, students, parents, and community, but does not complete the task or does not attempt to do so.
Principals l. Collaborate with district and school leaders to create and implement	The leader leverages campus and district student support systems	The leader partners with stakeholders (e.g. parents, community	The leader understands and attempts to implement district	The leader does not implement district policies and procedures

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policies that address and reduce chronic absenteeism and out-of-school suspensions. **Assistant Principals** l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	including families to sustain and strengthen the confidence in the school's ability minimize student discipline and attendance issues in order to best serve the educational needs of all students. The leader provides a comprehensive analysis of school discipline and attendance data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classroom and across the campus.	members) to provide resources that support the academic success and wellbeing of each student. The leader uses data to monitor and evaluate effectiveness of academic, behavioral, attendance and socioemotional supports to students. The leader fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students.	policies and procedures regarding student discipline and attendance. The leader inconsistently monitors the effectiveness of academic, behavioral, and socioemotional supports to students. The leader inconsistently implements the Student Code of Conduct to ensure an optimal learning environment for all students.	regarding student discipline and attendance. The leader does not monitor and evaluate effectiveness of academic, behavioral, and socioemotional supports to students. The leader does not implement the Student Code of Conduct to ensure an optimal learning environment for all students.

4. Student Learning and Continuous School Improvement

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

	Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
Principals a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students; **Assistant Principals** a. Assist with the implementation and monitoring of systems and structures that enable	With others throughout the district, the leader shares strategies that help put into action a belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect	The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect all students and staff. The leader's priorities are	The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect all students and staff.	The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.

instructional personnel to promote high expectations for the academic growth and well-being of all students;	all students and staff.	evident through expenditures, scheduling, professional development and goals. The leader's monitoring process generates a shared vision with the faculty of high expectations for students and research-based instructional strategies in classrooms.	The leader inconsistently utilizes resources without a focused approach. The leader's monitoring process is inconsistent.	The leader priorities are not evident. A process for monitoring is not present.
Principals b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan; **Assistant Principals** 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;	District curriculum and instructional initiatives are implemented in all classrooms and classrooms are referenced as "exemplars" throughout district. The leader routinely participates in articulation with other schools to ensure learning goals are aligned K-12. The leader requires the deconstruction of state academic standards to ensure activities, assignments and assessments are aligned to the correct depth of knowledge.	District curriculum and instructional initiatives are implemented in most classrooms. School Improvement Plan strategies align with district and state continuous improvement goals. The link between standards and student performance is evident from the posting of proficient student work throughout the building. Each academic standard has been translated into student-accessible language. The leader requires the deconstruction	District curriculum and instructional initiatives are implemented for "Basic Compliance." The leader doesn't consistently monitor lesson plans and classroom instruction to ensure state academic standards are implemented. The leader ensures that standards are posted, and required training has been conducted.	District curriculum and instructional initiatives are not implemented. The leader doesn't monitor lesson plans and classroom instruction to ensure state academic standards are implemented. Classroom curriculum is a matter of individual discretion and doesn't follow district curriculum maps.

		of state academic standards for the creation of lesson plans and instruction. The leader monitors lesson plans and classroom instruction to ensure state academic standards are being implemented.		
Principals c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs; **Assistant Principals** c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	The leader continually looks for opportunities to expand options for individual student success.	The leader ensures that intervention, acceleration, and enrichment programs and practices are in place for individual students and monitors whether they are helping students meet their individual achievement goals.	The leader ensures that intervention and acceleration programs and strategies are in place for individual students who are not making adequate progress.	The leader attempts to ensure that programs and strategies are in place for individual students who are not making adequate progress, but does not complete the task.
Principals 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; **Assistant Principals** d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or	Formative assessments are part of the school culture, and interim assessment data is routinely used to review and adapt plans and priorities that result in increased student achievement. The leader coaches other leaders on effective use of formative and	The leader uses formative and interim assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.	There is inconsistency in how formative and interim assessment data are used to change schedules, instruction, curriculum, or leadership.	The leader does not use formative and interim assessment data to change schedules, instruction, curriculum, or leadership

eliminate achievement gaps;	interim assessment results.			
Principals 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.; **Assistant Principals** e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	The leader has a consistent record of improved student achievement on multiple indicators of student success. Student success occurs not only on the overall averages, but also in each group of historically disadvantaged students. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	The leader hits the numbers, meeting performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	There is some evidence of improvement, but insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	Indifferent to the data, this leader blames students, families, and external characteristics. This leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.
Principals f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and **Assistant Principals**	The leader serves as a resource to other leaders. The leader uses multiple sources of information including data and research-based practices and actively seeks model practices	Use of multiple data sources is reflected in all decision making. The leader can specifically document examples of changes that resulted in positive outcomes.	Some decisions are based on data but others are the result of personal preference and tradition. The leader can document some examples of changes with inconsistent results.	Data is rarely used for decisions, and the predominant decision-making methodology is either a popularity contest, an imperial mandate from the leader, or independent decisions that are not informed by data or

f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	from outside the school or district.		Some decisions are based on a continuous improvement model.	collaborations with others. The leader does not recognize problems or identify solutions. The leader's decision-making does not support the a continuous improvement model.
Principals 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. **Assistant Principals** 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.	The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations. The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. Research-based strategies are shared frequently with faculty, other leaders and throughout the district. The leader is receptive to	The leader monitors the alignment of plans and classroom activities to research-based strategies and the FEAPs. The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies The leader Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.	The leader is able to identify some research-based strategies. The leader has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs. The leader uses terms in the Florida common language of instruction incorrectly thus misguiding others.

	innovative teaching strategies and willing to facilitate new approaches to instruction.			

5. Learning Environment

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

	Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
Principals a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment; **Assistant Principals** a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	The leader provides clear, convincing, and consistent evidence of ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. The leader involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation. The buildings, public areas, and classrooms reflect the leader's commitment to a personal sense of pride and the	The leader provides clear evidence of creating and maintaining a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. The leader collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation. There is a sense of pride, dignity, order, and safety that permeates the building.	The leader provides limited evidence of creating a safe school either in planning or actions. The leader collects data on curricular and extra-curricular student involvement. The rest of the building does not reflect a commitment to organization, discipline, and safety.	The leader provides little to no evidence of making plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. The leader does not collect data on curricular and extra-curricular student involvement. Safety procedures are not followed. Physical facilities lack order, decorum, and safety.

	leader's sense of dignity, order, and safety.			
Principals 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; **Assistant Principals** b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	The leader leverages campus and district student support systems including families to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students. The leader provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classroom and across the campus.	The leader develops, and reinforces student engagement; fairly and consistently implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in alignment to school system's policies.	The leader understands and implements district policies and procedures regarding student discipline.	The leader does not implement district policies and procedures regarding student discipline and attendance. The leader does not implements the Student Code of Conduct to ensure an optimal learning environment for all students.
Principals 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 **Assistant Principals** c. Deliver timely, actionable, and ongoing feedback about instructional practices	The leader is seen by the teaching staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable. The leader's feedback is explicitly linked to organizational goals, and both the	A system has been developed to provide regular observation of classrooms. The leader engages in coaching to improve teaching and learning. The leader consistently provides constructive feedback as a	The observation of classrooms seems to be random and inconsistent. The leader completes the observation process but seldom provides insights into strategies and practices that add value to teacher practices.	No system has been developed to provide regular observation of classrooms. Informal feedback is rare and more likely to be associated with negative than positive behavior. The leader views classroom observations as an

driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	leader and employees can cite examples of where feedback is used to improve individual and organizational performance. The leader coaches other leaders on successful observation strategies.	means of improving instruction.		obligation to make sure teachers are teaching and students are on task Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.
Principals d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps. **Assistant Principals** d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. All teachers utilize instructional strategies designed to minimize and/or eliminate achievement gaps. The leader provides an instructional program where recurring adaptations in instruction address variations in student learning needs, styles, and learning strengths as routine events in all classes.	The leader has identified and monitors the use of instructional strategies to minimize and/or eliminate achievement gaps. The leader provides an instructional program where recurring adaptations in instruction address variations in student learning needs, styles, and learning strengths as routine events in most classes. Classroom practices consistently reflect appropriate adjustments based on cultural, racial, and ethnic backgrounds of students.	Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. Some strategies to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results. The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs, and such individualization is evident in some but not most classes.	Under the leader's direction, no changes in practices or processes have been implemented that are designed to address achievement gaps. The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.

6. Recruitment and Professional Learning

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

	Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
Principals a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students; **Assistant Principals** a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where to find, hire, and retain the most effective teachers. The leader ensures teacher compliance with all reading and ESOL requirements.	The leader works collaboratively with the staff in the human resources office to define, recruit, and retain effective or highly effective teachers based upon the school population served. The leader employs faculty with certifications and instructional capabilities to meet needs of the school's unique student body. The leader communicates and monitors all reading and ESOL requirements for teachers.	The leader relies on the district office to post notices of vacancies and identify potential applicants. The leader communicates but inconsistently monitors all reading and ESOL requirements for teachers.	The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. The leader is unaware of reading and ESOL requirements for teachers and relies on the district office to communicate requirements with teachers.
Principals b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback; **Assistant Principals**	The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.	The leader admits failures quickly, honestly, and openly with the direct supervisor and immediate colleagues. A non-defensive attitude exists in accepting feedback	There is some evidence of learning from mistakes. The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.

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;	The influence of previous evaluations has a positive impact on the leader and on the entire organization.	and discussing errors and failures. There is evidence of learning from past errors with defined structures and processes in place for eliciting input. The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	not initiate or support the evidence gathering. The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	No evidence or reference to previous leadership evaluations is present in the leader choices of tasks and priorities.
Principals c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement; **Assistant Principals** c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	The leader ensures all teachers complete a school-based professional learning needs assessment for instructional planning and improvement. The leader creates a culture of continuous improvement, where teachers feel comfortable discussing strengths and weaknesses to identify professional learning needs using a variety of	The leader ensures all teachers complete the district professional learning needs assessment. The leader reviews formative and summative evaluation results to identify professional learning needs. The leader disaggregates student achievement data to identify professional learning needs.	Some teachers complete the district professional learning needs assessment. The leader identifies professional learning needs based on teacher choice rather than data.	Teachers do not complete the district professional learning needs assessment. Leader is not aware of or is indifferent to the professional learning needs of the teachers.

	data sources to support growth.			
Principals d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed; **Assistant Principals** d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	The leader utilizes results from the school-based professional learning needs assessment for instructional planning and improvement.	The leader utilizes results from the district's needs assessment, formative and summative evaluations and student achievement data to identify professional learning needs for the creation of a school-wide professional learning plan. The leader revises elements of the plan as needed.	The leader reviews results from the district's professional learning needs assessment, formative and summative evaluations and student achievement data but does not use the data to identify professional learning needs to create a school-wide professional learning plan.	The leader does not review results from the district's professional learning needs assessment, formative and summative evaluations and student achievement data to identify professional learning needs. The leader has not created a school-wide professional learning plan.
Principals e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies; **Assistant Principals** 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;	The leader maintains and models a school wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff.	The leader regularly provides teachers and staff with individual performance feedback and organizes targeted professional learning opportunities.	The leader understands and can articulate the professional learning needs of teachers and staff as those needs relate to educating a diverse student population.	The leader does not seek understanding of and cannot articulate the professional learning needs of teachers and staff as those needs relate to educating a diverse student population.
Principals f. Monitor and evaluate professional learning linked	The leader utilizes leadership teams to accurately analyze	The leader works collaboratively with teachers and staff	The leader involves campus committees and/or leadership	The leader does not utilize data when identifying needs

to district- and school-level goals to foster continuous improvement; **Assistant Principals** f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	teacher performance data to adapt professional learning based on the changing needs of the school. The leader uses performance and goal setting data to encourage and challenge staff to reflect on, and define, the knowledge, skills, and concepts are essential to the complete educational development of all students.	to assess the impact of professional learning programs on student learning and achievement. The leader supports and encourages systematic feedback among teachers and staff.	teams in identifying needs for campus professional learning.	for campus professional learning.
Principals g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement; **Assistant Principals** g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. The leader is seen by the teaching staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable.	District evaluation procedures are followed and timelines are met. The leader's effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies. Observations and evaluations are used for rating purposes but also	The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. District evaluation procedures are not followed or timelines are not met. The leader adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to	Monitoring does not comply with the minimum requirements of the district teacher evaluation systems. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs. District evaluation procedures are not followed and timelines are not met. The leader's formal feedback is not specific

		for coaching and professional development opportunities. The leader provides formal feedback consistent with district evaluation instruments, and provides informal feedback to reinforce good performance, highlight strengths, and address needs of faculty and staff.	improve organizational performance.	
Principals h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and **Assistant Principals** h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	The leader has demonstrated a record of tailor-made professional learning opportunities linked to the needs of each certified staff member. Multiple examples exist that verify a standards-based professional learning community. Skillful problem solving ensures staff has adequate time and support for professional learning. All teachers participate in a professional learning community. Teachers participate in Lesson Studies as a	The leader has collaborated to create Professional Improvement Plans for faculty members, and professional learning activities reflect the prioritized needs of these plans. Teachers participate in workshops and conferences outside of the school or district and share acquired information with staff. The leader has an effective professional learning plan that includes regular faculty meetings devoted to professional learning, professional	The leader is aware of the differentiated needs of faculty, and there are a few instances of differentiated professional learning. The leader sometimes devotes faculty meetings to professional learning and occasionally shares personal learning experiences with colleagues. Some professional learning communities are evident but there seems to be no plan in place for monitoring.	The leader provides professional learning that is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs. Collaborative practices are nonexistent.

		learning communities to support collaboration, coaching and modeling, as well as individual teacher mentoring.		
Principals i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. **Assistant Principals** i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	The leader develops capacity, creates support systems, and advocates for professional learning which improves educator practice and student outcomes.	The leader sets high standards for educator and student performance. The leader develops expertise in self and others regarding effective professional learning and leadership. The leader communicates the importance of high-quality professional learning and its connection to student outcomes. The leader promotes a culture of professional learning by ensuring policies, structures, resources, calendars, and daily schedules support educators to continuously improve their knowledge and practice. The leader creates a coherent program of learning and leadership	The leader sets standards for educator and student performance. The leader develops some expertise in self and others regarding effective professional learning and leadership. The leader communicates the importance of high-quality professional learning and its connection to student outcomes. The leader struggles to promote a culture of professional learning by ensuring policies, structures, resources, calendars, and daily schedules support educators to continuously improve their knowledge and practice.	The leader sets standards for educator and student performance. The leader does not communicates the importance of high-quality professional learning and its connection to student outcomes. There is no evidence of policies, structures, resources, calendars, and daily schedules that support a professional learning culture.

		development opportunities for growth of all employees.		

7. Building Leadership Expertise

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

	Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
Principals a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content; **Assistant Principals** 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;	The leader encourages subordinates to participate in leadership development opportunities throughout the district and beyond. The leader provides coaching and mentoring to potential leaders outside of their school. While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.	The leader encourages subordinates to participate in leadership development to demonstrate leadership proficiencies and develops opportunities at the school through release time. The leader also provides appropriate coaching and mentoring to these potential leaders as follow-up and reflection on provided experiences. The leader systematically networks with all key stakeholders in order to cultivate, support, and develop potential and emerging leaders. The leader has effective collegial relationships with	The leader seldom encourages subordinates to participate in leadership development. The leader seldom provides appropriate coaching and mentoring to these potential leaders as follow-up and reflection on provided experiences. The leader is inconsistent in planning and taking action to network with stakeholder groups to support leadership development. Relationship skills are employed inconsistently. The leader uses consensus or unilateral decision making, but does not choose the most effective	The leader does not encourage subordinates to participate in leadership development. The leader does not provide coaching and mentoring to these potential leaders. The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development. The leader lurches from autocracy to democracy with no clear method or the leader only has only one decision-making model and

	The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders. The leader has created a culture in which the vast majority of decisions are made collaboratively with stakeholders.	most faculty and subordinates. The leader utilizes a system of open communication that promotes relationships and a sense of community. The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions. The leader is able to "read" the situation and respond accordingly. Staff surveys reflect feeling of empowerment and personal responsibility for organizational success.	model for the situation. Staff surveys lack consensus as to teachers' feeling of empowerment and shared leadership.	does not change decision-making structures according to the situation. Staff surveys reflect that teachers do not feel that they influence school decisions.
Principals b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders; **Assistant Principals** b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	The leader is noted for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career.	The leader routinely identifies and recruits new leaders. The leader identifies and recruits potential leaders and provides them ample opportunity for release time, appropriate training, and on-	The leader may identify and recruit new leaders, but does not support their development.	No evidence exists of developing leadership in others. The leader appears to be indifferent to the need for leadership in the system.

	The leader has a history of producing successful leaders.	the-job experiences.		
Principals c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and **Assistant Principals** c. Develop capacity in teacher leaders and hold them accountable; and	The leader empowers people throughout the organization in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including non-certified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of the leader's delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organization business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader reserves almost all decision-making authority, even on immaterial matters. The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.
Principals d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel. **Assistant Principals** d. Plan for and provide opportunities for mentoring new personnel.	The leader has multiple professional leaders who are ready to assume leadership responsibilities, and the leader has already established a track record placing former mentees in positions of leadership.	The leader has personally trained at least one professional who is capable of replacing the leader today, addressing skills, knowledge, dispositions and actions of leadership.	The leader provides some training to professionals who may, in time, be capable of independently assuming a leadership role.	The leader has not provided the opportunities or coaching necessary to equip current professionals with the skills necessary to assume additional responsibilities, and there does not appear to be a coherent and

	The leader continues to provide guidance and mentorship to new, developing, and emerging leaders even when they are outside of the leader's personal span of leadership.

Multiple leaders throughout the system cite this leader as a mentor and reason for their success. | | | consistent leadership-training program in place. |

8. Meaningful Parent, Family, and Community Engagement

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

	Highly Effective	**Effective**	**Needs Improvement or Developing**	**Unsatisfactory**
School Administrators a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	The school leader routinely seeks opportunities to build new community relationships.

The school leader actively participates in community events.

The leader works closely with community members to establish programs and partnerships in the school for the benefit of the students. | The school leader maintains positive relationships with community groups.

The school leader regularly attends community events.

The leader seeks community resources to assist the school in reaching goals. | The school leader has minimal relationships with the community groups.

The school leader rarely attends community events.

The leader rarely seeks community resources to assist the school in reaching goals. | The school leader has no relationships with the community groups.

The leader does not attend community events.

The leader does not seek community resources to assist the school in reaching goals. |

School Administrators b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	The leader leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school district or state. The leader monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication.	The leader implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community The leader designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community.	The leader understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities.	The leader understands but does not articulate the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities.
School Administrators c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	The leader utilizes the political nature of the administrative position to identify the various players in the environment and to prioritize the source and accuracy of information that is transmitted at the school. The leader models open communication. The leader goes to exceptional lengths	Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes sharing of information. The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students.	The leader appears to listen to others, but often relies on interpretation of events rather than seeking out alternative perspectives and interpretation. The leader understands the effect of one's behavior as a leader and the impact of decisions on other individuals, culture, and climate of the school but has yet to establish procedures or	The leader hears what other say, but relies on personal interpretation. The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance. The leader avoids public dialogue or appoints others to be the spokesperson.

	to listen to students. The leader actively engages in "active listening" to the faculty and staff. All stakeholders report confidence in their ability to gain a respectful hearing from the leader.	Faculty members regularly have the opportunity for one-to-one meetings with the leader. The leader understands the effect of personal behavior and the impact of decisions on other individuals, the culture, and the climate of the school, and implements procedures and strategies to represent the school and district in the best possible light. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	implement strategies to ensure that decisions routinely represent the school and district in the best possible light. The leader is visible, often greets students by name, and talks with students frequently.	The leader does not know students, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not know the leader's name or recognize the leader on sight.
School Administrators d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	The leader balances individual recognition with team and district-wide recognition. The leader publicly congratulates peers from other schools for their achievements. The leader applies creative forms of recognition.	The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes. The leader applies expected forms of recognition such as nominations for Teacher of the Year and Essential	The leader inconsistently recognizes individuals for accomplishments.	The leader does not recognize individuals for accomplishments.

		Support Personnel of the Year.		
School Administrators e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased. The leader hosts a variety of parent involvement activities designed to communicate student expectations and performance information. The school has a current parent/student friendly website with links to external resources. The leader and teachers use technological tools for personal scheduling/task management. Teachers participate in online learning communities to share effective instructional strategies with other educators.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding student performance The leader utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. The leader ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals. The leader utilizes a system of open communication that provides for the timely,	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student performance. The leader designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented. The web page has been updated within the past 60 days, with current school year information posted. The leader seldom uses technological tools beyond e-mail.	Expectations and goals regarding student performance are not provided or are not communicated in a timely, comprehensible and actionable form. The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff. The web page is static, out of date, or non-existent. The leader does not use technological tools.

		responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. The school web page is up to date with current school information. The leader uses technological tools for personal scheduling/task management.		

Appendix B – Observation Instruments for School Administrators

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

The School Administrator Evaluation System Matrix describes a fair and clear system for evaluating behaviors and characteristics of leaders based on observation of the leader's actions and the leader's impact on actions and behaviors of others. The matrix is weighted to arrive at score ranges for five proficiency levels. Striving toward increased aptitude, the leader demonstrates understanding of the following performance designations assigned by law:

- **Highly Effective** leaders have an impact on an entire organization and are a primary source of developing additional leadership in their organization. Their performance is beyond effective. They routinely share their ideas, mentor others and view their roles as improving a single entity but also acting as an agent of system-wide improvement.

- **Effective** leaders impact organizational needs within their school by reinforcing and challenging students, teachers and leaders within. They meet requirements for success. Their performance is both adequate and necessary for improvement and clearly makes a contribution to their school. While their work is challenging, rigorous, and demanding, they can be proud of their achievements.

- **Needs improvement** leaders are principals and experienced assistant principals lacking sufficient proficiencies to improve student learning, instructional practice, and/or other responsibilities. They have some understanding of what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become more effective leaders within a reasonable time.

- **Developing** leaders are assistant principals demonstrating potential in their first two years of administration. They understand what is required for success and are willing to work toward that goal with coaching and support for improved performance. They have a desire and personal motivation to make decisions necessary to become effective leaders within a reasonable time. Adjustments are made by evaluators as appropriate on the school leader evaluation rubric regarding expectations for assistant principals based on experience level. Levels of proficiency including depth, breadth, knowledge, skill and evidence of demonstration will be modified as deemed appropriate by the evaluator.

- **Unsatisfactory** describes leaders who are inadequate. They do not understand what is required for proficiency or have demonstrated through their action and inaction that they choose not to strive for improvement. The goal is to identify, define, and document inadequate performance and make necessary changes very quickly.

Ratings & Applicable Points				
Standard	**Highly Effective**	**Effective**	**Needs Improvement or Developing**	**Unsatisfactory**
1.Professional and Ethical Norms Effective educational leaders act ethically and according to professional norms to promote the academic success and wellbeing of all students.	10	7.5	5	2.5
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 wellbeing of all students.	10	7.5	5	2.5
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.	20	15	10	5
4. Student Learning and Continuous School Improvement Effective educational leaders enable continuous improvement to promote the academic success and wellbeing of all students.	15	11.25	7.5	3.5

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.	15	11.25	7.5	3.5
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 wellbeing of all students.	10	7.5	5	2.5
7. Building Leadership Expertise Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and wellbeing of all students.	10	7.5	5	2.5
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 wellbeing of all students.	10	7.5	5	2.5
				Total Points : 100

Appendix C – Student Performance Measures

The SGM portion of the evaluation will include growth or proficiency data for students assigned to the school over the course of three years, including the current school year. If less than three years of data are available, the years for which data are available will be used, including the current school year. In order to include student data for the current school year for which the administrator is being evaluated, the evaluator will finalize the annual administrator assessment form when the data becomes available during or after the close of the school year. The student performance portion of the evaluation is based on data and indicators of student learning growth assessed annually by state-adopted value-added formula (VAM) and state related assessments. The state-adopted VAM will be utilized for measuring student learning growth in all courses associated with statewide assessments. For all other grades and subjects, the district will utilize proficiency levels for determining student performance. Assessments utilized are as follows:

- District Approved Assessment: ELA and Math
- Florida Assessment of Student Thinking (FAST): ELA and Math
- Statewide Science Assessment
- Algebra, Civics, Algebra, Algebra I, Biology, US History and Geometry EOCs
- College Readiness Assessment
- Florida Alternative Assessment (FAA)
- Industry Certification Exams

The SGM will be determined by the weighted average based upon the number of students taking each exam. For year-long courses, scores for students present in both FTEs will be used. For block or single-semester courses, scores will be based on the percentage of time students are enrolled in the class (i.e., 90% of course length).

Sumter County will accept the state determined VAM scores. The chart below demonstrates how scores will be converted to points.

VAM Score	Rating	Conversion Points
4	Highly Effective	4
3	Effective	3
2	Developing	2
2	Needs Improvement	2
1	Unsatisfactory	1

An average student score will be established per test utilizing national, state, or district averages.

Courses without a VAM Score	Rating	Conversion Points
growth, achievement, or proficiency percent is 5.00 percentage/percentile points or greater than the national, state or district average	Highly Effective	4
growth, achievement, or proficiency percent is between 4.99 percentage points above and 4.99 percentage/percentile points below the national, state or district average	Effective	3
growth, achievement, or proficiency percent is between 5.00 percentage/percentile points below and 9.99 percentage points below the national, state or district average	Developing	2
growth, achievement, or proficiency percent is between 5.00 percentage/percentile points below and 9.99 percentage points below the national, state or district average	Needs Improvement	2
growth, achievement, or proficiency percent is 10.00 percentage/percentile points below the national, state or district average	Unsatisfactory	1

Performance ratings options are as follows:

Rating	Scale	Conversion Points
Highly Effective	80.0025 - 100.0000	4
Effective	60.0025 - 80.0000	3
Developing	50.0000 - 60.0000	2
Needs Improvement	50.0000 - 60.0000	2
Unsatisfactory	0.0000 - 49.9975	1

Appendix D – Summative Evaluation Forms

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

The School Administrator Evaluation System is completed and verified via Canvas. Copies are then filed in each administrator's personnel file.

Grades for ▮▮▮▮▮▮▮▮

Arrange By

Due Date ∨   Apply

NAME	DUE	STATUS	SCORE
Deliberate Practice for Professional Growth Score Verification Not Calculated	Jun 30, 2025 by 11:59pm		– / 100
Leadership Practice Score Verification Not Calculated	Jun 30, 2025 by 11:59pm		– / 100
Deliberate Practice for Professional Growth Deliberate Practice for Professional Growth	Jun 30, 2025 by 11:59pm		11 (Highly Effective)

SCORE DETAILS   CLOSE

| Mean: 9	High: 11	Low: 7
Median: 9	Upper Quartile: 10	Lower Quartile: 8

Assessment by DANA WILLIAMS

Close Rubric

NAME		DUE	STATUS	SCORE	

DELIBERATE PRACTICE FOR PROFESSIONAL GROWTH

CRITERIA	RATINGS				PTS
School Improvement Goal	**4 pts** **Highly Effective** Goal met, all intermittent progress targets achieved, and verifiable improvement in leader's performance.	**3 pts** **Effective** Goal met, intermittent progress targets achieved, impact not yet evident. ▲	**2 pts** **Needs Improvement/Developing** Goal not met, but some intermittent progress targets met.	**1 pts** **Unsatisfactory** Goal not met, nothing beyond one intermittent progress target met.	3 / 4 pts
Professional Learning Goal	**4 pts** **Highly Effective** Goal met, all intermittent progress targets achieved, and verifiable improvement in leader's performance. ▲	**3 pts** **Effective** Goal met, intermittent progress targets achieved, impact not yet evident.	**2 pts** **Needs Improvement/Developing** Goal not met, but some intermittent progress targets met.	**1 pts** **Unsatisfactory** Goal not met, nothing beyond one intermittent progress target met.	4 / 4 pts
Personal Growth Goal	**4 pts** **Highly Effective** Goal met, all intermittent progress targets achieved, and verifiable improvement in leader's performance. ▲	**3 pts** **Effective** Goal met, intermittent progress targets achieved, impact not yet evident.	**2 pts** **Needs Improvement/Developing** Goal not met, but some intermittent progress targets met.	**1 pts** **Unsatisfactory** Goal not met, nothing beyond one intermittent progress target met.	4 / 4 pts

Rule 6A-5.030, F.A.C. (Effective May 2023)   FORM AEST-2023

NAME		DUE	STATUS	SCORE
DELIBERATE PRACTICE FOR PROFESSIONAL GROWTH				

CRITERIA	RATINGS	PTS
		Total Points: 11

Leadership Practice
Leadership Practice

Jun 30, 2025 by
11:59pm

93.75 (Highly
Effective)

SCORE DETAILS   *CLOSE*

Mean: 85.63   *High: 93.75*   *Low: 77.5*
Median: 85.63   *Upper Quartile: 89.69* *Lower Quartile: 81.56*

Assessment by DANA WILLIAMS

Close Rubric

NAME		DUE	STATUS	SCORE

LEADERSHIP PRACTICE

CRITERIA	RATINGS				PTS
1. Professional and Ethical Norms view longer description	10 pts Highly Effective	7.5 pts Effective	5 pts Needs Improvement/ Developing	2.5 pts Unsatisfactory	10 / 10 pts
2. Vision and Mission view longer description	10 pts Highly Effective	7.5 pts Effective	5 pts Needs Improvement/ Developing	2.5 pts Unsatisfactory	7.5 / 10 pts
3. School Operations, Management, and Safety view longer description	20 pts Highly Effective	15 pts Effective	10 pts Needs Improvement/ Developing	5 pts Unsatisfactory	20 / 20 pts
4. Student Learning and Continuous School Improvement view longer description	15 pts Highly Effective	11.25 pts Effective	7.5 pts Needs Improvement/ Developing	3.75 pts Unsatisfactory	11.25 / 15 pts
5. Learning Environment view longer description	15 pts Highly Effective	11.25 pts Effective	7.5 pts Needs Improvement/ Developing	3.75 pts Unsatisfactory	15 / 15 pts
6. Recruitment and Professional Learning view longer description	10 pts Highly Effective	7.5 pts Effective	5 pts Needs Improvement/ Developing	2.5 pts Unsatisfactory	10 / 10 pts

NAME		DUE	STATUS	SCORE	

LEADERSHIP PRACTICE

CRITERIA	RATINGS				PTS
7. Building Leadership Expertise view longer description	10 pts Highly Effective	7.5 pts Effective	5 pts Needs Improvement/ Developing	2.5 pts Unsatisfactory	10 / 10 pts
8. Meaningful Parent, Family, and Community Engagement view longer description	10 pts Highly Effective	7.5 pts Effective	5 pts Needs Improvement/ Developing	2.5 pts Unsatisfactory	10 / 10 pts
					Total Points: 93.75

Student Growth Measure Score Verification Not Calculated	Sep 30, 2025 by 11:59pm	- / 100

Student Growth Measure Student Growth Measure	Sep 30, 2025 by 11:59pm	3 (Effective)

SCORE DETAILS   CLOSE

Mean: 3	High: 3	Low: 3
Median: 3	Upper Quartile: 3	Lower Quartile: 3

Assessment by DANA WILLIAMS

Close Rubric

NAME		DUE	STATUS	SCORE	

STUDENT GROWTH MEASURE

CRITERIA	RATINGS				PTS
Student Growth Measure view longer description	4 pts **Highly Effective**	3 pts **Effective** ▲	2 pts **Needs Improvement/ Developing**	1 pts **Unsatisfactory**	3 / 4 pts
					Total Points: 3

LEADERSHIP PRACTICE		93.75%	93.75 / 100.00
DELIBERATE PRACTICE FOR PROFESSIONAL GROWTH		91.67%	11.00 / 12.00
STUDENT GROWTH MEASURE		75%	3.00 / 4.00
NOT CALCULATED		N/A	0.00 / 0.00
TOTAL		86.96%	

Total: 86.96% (Highly Effective)

Show All Details

Assignments are weighted by group:

Group	Weight
Leadership Practice	46%
Deliberate Practice for Professional Growth	20%
Student Growth Measure	34%
Not Calculated	0%
Total	100%

☑ Calculate based only on graded assignments