pcs
PINELLAS COUNTY SCHOOLS

2015-16

Administrative Evaluation System Template

Pinellas County

Dr. Michael Grego, Superintendent

2015-16

Table of Contents

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

1. **Performance of Students**

Value-Added school data: The Value-Added score reflects the portion of student growth attributed to the individual leader's school. The student performance data represents one third of the school leader's final score. The student growth measure is the school-wide Reading Value-Added score and will include three years of school data. For all personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. In the future, as additional assessments are developed, the student growth measures will be revised.

Score Received from FLDOE	Score used in PCS
4	4
3	3
2	2
1	1

The final summative calculation is the combination of:

- The leadership practice score valued at 56.7%
- Student Performance Data valued at 33.3%
- Deliberate Practice Score valued at 10%.

A 4.0 scale is being implemented for all instructional final evaluations. This scale is aligned to the four evaluation categories (Highly Effective, Effective, Needs Improvement (Developing for teachers in their first three years) and Unsatisfactory). Using the 4.0 scale allows for a process to develop like scales for the instructional practice and the student performance portions of the final evaluation. It also provides a standard method for scaling student performance data across the various student data use categories

Each category will be defined as follows:

Highly Effective: 3.45-4.0
Effective: 2.45-3.44
Developing/Needs Improvement: 1.45-2.44
Unsatisfactory: 1.0-1.44

Leadership Practice Score for District Leader:

Element	Weight x	Score =	Calculation
Clear, measureable goals focused on improving student achievement	8.00%		
Data driven progress monitoring	6.00%		
Data driven interventions	6.00%		
Clear vision for a district model of instruction	8.00%		
Supports and retains leader who enhance their skills	8.00%		
Ongoing evaluations consistent with supporting data	11.00%		
Relevant, job embedded professional development	8.00%		
Adherence to federal and state standards	5.00%		
A viable curriculum	5.00%		
A guaranteed curriculum with equal access	5.00%		
Clear guidance for district determine decisions	2.50%		
Constituents perceive the district as collaborative and cooperative	2.50%		
Ensures constituents have effective ways to provide district feedback	2.50%		
Shared leadership and delegation	2.50%		
Recognized as a leader	2.50%		
Trust of constituents	2.50%		
Constituents perceive the district as safe and orderly	2.50%		
Acknowledges success	2.50%		
Manages fiscal resources	3.30%		
Manages technological resources	3.30%		

Maximizes resources to focus on instruction and achievement	3.40%		
	All calculated scores added…		

Leadership Practice Score for School Leader:

Element	Weight x	Score =	Calculation
Clear, measurable goals for overall student achievement	5.00%		
Clear, measureable goals for individual student achievement	4.00%		
Monitors progress on overall student achievement goals	3.00%		
Monitors progress on individual student achievement goals	3.00%		
Practices are in place to help all students meet achievement goals	5.00%		
Clear vision on instruction	11.00%		
Supports and retains teachers who enhance their skills	10.00%		
Awareness of predominant instructional practices	9.00%		
Ongoing evaluations with multiple data sources	5.00%		
Relevant job-embedded professional development	5.00%		
Adheres to state and district curriculum standards	10.00%		
Focused curriculum	5.00%		
Students have the opportunity to learn critical content	5.00%		
Teachers can observe and discuss effective teaching	3.00%		
Teachers have roles in decision-making	2.00%		
Teacher teams regularly address school issues	2.00%		
Staff can provide input on school functions	2.00%		
Students, parents, and community can provide input	1.00%		

Recognized leader of the school	2.00%		
Trust of faculty and staff	2.00%		
Faculty and staff perceive a safe environment	2.00%		
Students, parents, and community perceive a safe environment	2.00%		
Focus on effective instruction and student achievement	1.00%		
Acknowledges success	1.00%		
	All calculated scores added…		

Final Score Calculated using the following formula for district and school leaders:

Leadership Practice Score   x   56.7%   = X

Deliberate Practice Score   x   10%   = Y

Student Performance Score   x   33.3%   = Z

Final Score = X+Y+Z

Overall Rating	Performance Score Range
Highly Effective	>3.45
Effective	2.45-3.44
Needs Improvement	1.45-2.44
Unsatisfactory	<1.44

The final evaluation document is pictured on the following pages

2. <u>Instructional Leadership</u>

Leadership Practice:

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Robert Marzano, The Marzano Center, Learning Sciences International and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

The Marzano School Leader Evaluation domains and elements will compose the Leadership Practice metric. The model includes five domains and 24 elements. The Leadership Practice metric is measured by the protocols and scales of the Marzano School Leader Evaluation, with a leader being measured on each element as Innovating, Applying, Developing, Beginning, or Not Using. The ratings on the 24 elements will compose 56.7% of the total evaluation score.

Marzano School Leader Standards

<u>Purpose:</u> The Marzano School Leader standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

<u>Structure:</u> There are 24 Leadership Standards, referred to as Elements, grouped into categories, which can be considered Domains of effective leadership. Each Element has a title and includes, as necessary, descriptors that further clarify or define the Element. As a result, the Elements may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Leadership Practice Score for District Leader:

Element	Weight *x*	Score =	Calculation
Clear, measureable goals focused on improving student achievement	8.00%		
Data driven progress monitoring	6.00%		
Data driven interventions	6.00%		
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Adherence to federal and state standards	5.00%		
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A guaranteed curriculum with equal access	5.00%		
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Relevant job-embedded professional development	5.00%		
Adheres to state and district curriculum standards	10.00%		
Focused curriculum	5.00%		
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Teacher teams regularly address school issues	2.00%		
Staff can provide input on school functions	2.00%		
Students, parents, and community can provide input	1.00%		

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Overall Rating	Performance Score Range
Highly Effective	>3.45
Effective	2.45-3.44
Needs Improvement	1.45-2.44
Unsatisfactory	<1.44

Marzano School Leader Standards:

Domain 1:   A Data-Driven Focus on Student Achievement

This domain is comprised of five categories (elements) of school leader actions and behavior that help the school as a whole, as well as individual teachers, have a focus on student achievement that is supported by data.

Domain 2:   Continuous Improvement of Instruction

This domain is comprised of five categories (elements) of school leader actions and behavior that ensure that all teachers, and the school as a whole, are committed to enhancing pedagogical skills on a continuous basis.

Domain 3:   A Guaranteed and Viable Curriculum

This domain is comprised of three categories (elements) of school leader actions and behavior that ensure that all teachers provide and all students receive curriculum for optimal learning.

Domain 4:   Cooperation and Collaboration

This domain is comprised of five categories (elements) of school leader actions and behavior that teachers and staff have and engage in opportunities to collaborate about issues critical for successful and effective school functioning.

Domain 5:   School Climate

This domain is comprised of six categories (elements) of school leader actions and behavior that ensure that all stakeholders perceive the school as positive and well-functioning.

Domain I: A Data---Driven Focus on Student Achievement

I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Applying (3)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.
Developing (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Beginning (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

Sample Evidences for Element 1 of Domain I

- Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- School---wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- Written goals are established for eliminating the achievement gap for all students
- Written goals address the most critical and severe achievement deficiencies
- Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
- Scales are in place to chart student and school progress toward meeting the standards
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- When asked, faculty and staff can describe the school---wide achievement goals
- When asked, faculty and staff can identify the school's most critical needs goals

I(2): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.
Applying (3)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors that teachers and students have understanding of individual student goals.
Developing (2)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs.
Beginning (1)	The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused are established for each student but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused are established for each student.

Sample Evidences for Element 2 of Domain I
• Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments
• Written goals accompanied by proficiency scales are established for each student in terms of his/her knowledge gain
• Students keep data notebooks regarding their individual goals
• Student---led conferences focus on the individual student's goals
• Parent---teacher conferences focus on the individual student's goals
• When asked, teachers can explain the learning goals of their students
• When asked, students perceive that their individual goals are academically challenging
• When asked, students are aware of their status on the achievement goals specific to them
• When asked, parents are aware of their child's achievement goals

I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures that data are available for tracking overall student achievement.
Beginning (1)	The school leader attempts to ensure that data are available for tracking overall student achievement but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for tracking overall student achievement.

- Reports, graphs, and charts are available for overall student achievement

- Student achievement is examined from the perspective of value---added results

- Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)

- Reports, graphs, and charts are regularly updated to track growth in student achievement

- Achievement data for student subgroups within the school are routinely analyzed

- School leadership teams regularly analyze school growth data

- Data briefings are conducted at faculty meetings

- When asked, faculty and staff can describe the different types of reports available to them

- When asked, faculty and staff can explain how data are used to track growth in student achievement

I(4): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for individual student achievement AND monitors the extent to which data are used to track progress toward individual student goals.
Developing (2)	The school leader ensures that data are available for individual student achievement.
Beginning (1)	The school leader attempts to ensure that data are available for individual student achievement but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for individual student achievement.

Sample Evidences for Element 4 of Domain I

- Reports, charts, and graphs are available for individual students depicting their status and growth
- Individual student achievement is examined from the perspective of value---added results
- Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)
- Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
- Teachers regularly analyze school growth data for individual students
- School leadership teams regularly analyze individual student performance
- When asked, individual students and their parents can describe the student's achievement status and growth
- When asked, faculty can describe the different types of individual student reports available to them
- When asked, faculty and staff can analyze data of their individual students, including all subgroups

I(5): The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress.
Applying (3)	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether interventions are helping students meet their achievement goals.
Developing (2)	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.
Beginning (1)	The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.

Sample Evidences for Element 5 of Domain I
• Extended school day, week, or year programs are in place
• Tutorial programs are in place (during the school day and/or after school)
• Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.)
• Response to intervention measures is in place
• Enrichment programs are in place
• Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs
• When asked, teachers can explain how interventions in place help individual students met their goals
• When asked, student and/or parents can identify interventions in place to meet the student's goals
• When asked, students report their school has programs in place to help them meet their achievement goals

Domain II: Continuous Improvement of Instruction

II(1): The school leader provides a clear vision as to how instruction should be addressed in the school.

Scale Value	Description
Innovating (4)	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.
Applying (3)	The school leader ensures that a school---wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.
Developing (2)	The school leader ensures that a school---wide language or model of instruction is in place.
Beginning (1)	The school leader attempts to ensure that a school---wide language or model of instruction is in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that a school---wide language or model of instruction is in place.

Sample Evidences for Element 1 of Domain II
- A written document articulating the school---wide model of instruction is in place   - The school---wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings   - Professional development opportunities are provided for new teachers regarding the school---wide model of instruction   - Professional development opportunities are provided for all teachers regarding the school---wide model of instruction   - New initiatives are prioritized and limited in number to support the instructional model   - The school---wide language of instruction is used regularly by faculty in their informal conversations   - When asked, teachers can describe the major components of the school---wide model of instruction   - When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

II(2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
Applying (3)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress AND monitors the extent to which teachers achieve their growth goals.
Developing (2)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.
Beginning (1)	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.

Sample Evidences for Element 2 of Domain II
• Individual teachers have written pedagogical growth goals
• Individual teachers keep track of their progress on their pedagogical growth goals
• Evaluation results, growth plans, and interventions for struggling teachers are available
• Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress
• A system is in place to effectively evaluate and revise the school's new teacher induction program
• The school leader has demonstrated a track record of hiring effective teachers
• The school leader has a track record of retaining effective teachers
• When asked, teachers can describe their progress on their pedagogical growth goals
• When asked, teachers can share documented examples of how reflection has improved their instructional practice

II(3): The school leader is aware of predominant instructional practices throughout the school.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
Applying (3)	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.
Developing (2)	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.
Beginning (1)	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interact with teachers about the effectiveness of these strategies but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.

Sample Evidences for Element 3 of Domain II
• Walk---through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
• Forthright feedback is provided to teachers regarding their instructional practices
• Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
• Data are available to document the predominant instructional practices in the school
• The school leader can describe effective practices and problems of practice
• When asked, teachers can describe the predominant instructional practices used in the school

II(4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.
Beginning (1)	The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Sample Evidences for Element 4 of Domain II
• Highly specific scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
• Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self---report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
• Data show the school leader provides frequent observations and meaningful feedback to teachers
• Ongoing data are available to support that teacher evaluations are consistent with student achievement data
• When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

II(5): The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Scale Value	Description
Innovating (4)	The school leader continually re---evaluates the professional development program to ensure that it remains job---embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures that job---embedded professional development that is directly related to their instructional growth goals is provided to teachers AND monitors the extent to which teachers improve their instructional practices.
Developing (2)	The school leader ensures that job---embedded professional development that is directly related to their instructional growth goals is provided to teachers.
Beginning (1)	The school leader attempts to ensure that job---embedded professional development that is directly related to their instructional growth goals is provided to teachers but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that job---embedded professional development that is directly related to their instructional growth goals is provided to teachers.

Sample Evidences for Element 5 of Domain II
• Online professional development courses and resources are available to teachers regarding their instructional growth goals
• The school leader tracks teacher participation in professional development activities
• Teacher---led professional development is available to teachers regarding their instructional growth goals
• Instructional coaching is available to teachers regarding their instructional growth goals
• Data are collected linking the effectiveness of professional development to the improvement of teacher practices
• Data are available supporting deliberate practice in improving teacher performance
• When asked, teachers can describe how the professional development supports their attainment of instructional growth goals

Domain III: A Guaranteed and Viable Curriculum

III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not follow state and district standards.
Applying (3)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments measure the curriculum.
Developing (2)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.
Beginning (1)	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.

Sample Evidences for Element 1 of Domain III
• Curriculum documents are in place that correlate the written curriculum to state and district standards
• Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards
• Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum
• Information is available examining the extent to which assessments accurately measure the written and taught curriculums
• School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments
• Evidence is available demonstrating the assessments are accurately measuring the state and district standards
• When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)
• When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned

III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Scale Value	Description
Innovating (4)	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.
Applying (3)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.
Beginning (1)	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.

Sample Evidences for Element 2 of Domain III
• A written list of essential elements is in place
• A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
• Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps)
• Time available for specific classes and courses meets the state or district specifications for those classes and courses
• Data are available to show that students are ready to be contributing members of society and participate in a global community
• Data are available to show that students are college and career ready
• A plan is in place to monitor that the curriculum is taught in the time available to teachers
• When asked, teachers can describe which elements are essential and can be taught in the scheduled time
• When asked, students report they have time to learn the essential curriculum

III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.
Applying (3)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.
Developing (2)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.
Beginning (1)	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.

Sample Evidences for Element 3 of Domain III
• Tracking systems are in place that examine each student's access to the essential elements of the curriculum
• Parents are aware of their child's current access to the essential elements of the curriculum
• All students have access to advanced placement or other rigorous courses
• All students have a prescribed program of study that documents access to courses
• Data are available to show teachers have completed appropriate content area training in their subject area courses
• Data are available to verify student achievement in critical content and standards
• When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics
• When asked, students report they have the opportunity to learn the critical content of the curriculum

Domain IV: Cooperation and Collaboration

IV(1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Scale Value	Description
Innovating (4)	The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.
Applying (3)	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person AND monitors the extent to which teachers who actively participate in these opportunities improve their pedagogy.
Developing (2)	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.
Beginning (1)	The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.

Sample Evidences for Element 1 of Domain IV
• Teachers have opportunities to engage in instructional rounds
• Teachers have opportunities to view and discuss video---based examples of exemplary teaching
• Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study, professional learning communities)
• Teachers have opportunities to interact about effective teaching via technology
• Instructional practices are regularly discussed at faculty and department meetings
• Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
• Procedures are in place for scheduling teachers to observe and discuss effective instructional practices
• Data are available to document that teachers who participate in observational rounds improve their pedagogy
• When asked, teachers report their participation in observing other teachers results in individual self---reflection and pedagogical growth

IV(2): The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions.
Applying (3)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.
Developing (2)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.
Beginning (1)	The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.

Sample Evidences for Element 2 of Domain IV
• Teachers are advised of the specific types of decisions in which they will have direct input
• Data---gathering techniques are in place to collect information from teachers
• Notes and reports are in place that describe how teacher input was used when making specific decisions
• Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., online surveys)
• Groups of teachers are selected and utilized to provide input regarding specific decisions
• Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects
• The school leadership team has critical roles in facilitating school initiatives
• Data are available to show input is used by the school leader
• When asked, teachers report they feel their input is valued and used by the school leader

IV(3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.
Developing (2)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.
Beginning (1)	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.

Sample Evidences for Element 3 of Domain IV
• Professional learning communities (PLCs) are in place and meet regularly
• PLCs have written goals
• The school leader regularly examines the PLC's progress toward goals
• Common assessments are created by PLCs
• Student achievement and growth are analyzed by PLCs
• Data teams are in place and have written goals
• The progress of each data team toward reaching its goals is regularly examined
• To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings
• When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy
• When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices

IV(4): The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.
Applying (3)	The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school.
Developing (2)	The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.
Beginning (1)	The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegate responsibilities but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.

Sample Evidences for Element 4 of Domain IV
• Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school
• Data are archived and reports regularly generated regarding these data
• The manner in which data are used is made transparent
• The school improvement team provides input to the leader regarding the school improvement plan
• Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities
• Faculty and staff are assisted with career planning and continuing educational opportunities
• Teacher leaders and other faculty are empowered to share in the leadership of the school
• Potential leaders are identified and guided in career development
• The school leader can cite examples of where teacher input has resulted in effective change at the school
• The school leader demonstrates ongoing mentoring of teacher leaders
• When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
• When asked, teachers can identify examples of when their input has resulted in effective change at the school

IV(5): The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.
Applying (3)	The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal functioning of the school.
Developing (2)	The school leader ensures that input is regularly collected from students, parents, and community.
Beginning (1)	The school leader attempts to ensure that input is regularly collected from students, parents, and community but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.

Evidences for Element 5 of Domain IV
• Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
• Data are archived and reports regularly generated regarding these data
• The manner in which these data are used is made transparent
• Data are available to show that input from the school's diverse population is valued and used
• An interactive website is provided for students, parents, and community to provide input
• Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community
• Focus group meetings with students and parents are routinely scheduled
• The school leader hosts or speaks at community/business luncheons
• The school leader can explain how the use of input from the school community has resulted in improved functioning of the school
• The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning
• When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Domain V: School Climate

V(1): The school leader is recognized as the leader of the school who continually improves his or her professional practice.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.
Applying (3)	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his/her ability to lead.
Developing (2)	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices.
Beginning (1)	The school leader attempts to demonstrate leadership skills and engage in activities to improve his/her professional practices but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to demonstrate leadership skills and does not engage in activities to improve his/her professional practices.

Sample Evidences for Element 1 of Domain V
• A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
• Professional development activities consistent with the leader's growth plan have been identified
• Evidence of leadership initiatives is available
• Adherence to district and state policies and procedures is evident
• The school leader has demonstrated the ability to be a problem solver
• The school leader has identified mentors and regularly interacts with them
• When asked, faculty and staff identify the school administrator as the leader of the school
• When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement
• When asked, faculty and staff describe the school leader as effectively communicating those non---negotiable factors that have an impact on student achievement
• When asked, faculty and staff generally agree as to the vision provided by the school leader

V(2): The school leader has the trust of the faculty and staff that his/her actions are guided by what is best for all student populations.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he/she performs or is perceived.
Applying (3)	The school leader performs with integrity and in the best interest of all students AND monitors the extent to which faculty and staff perceive him/her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.
Developing (2)	The school leader performs with integrity and in the best interest of all students.
Beginning (1)	The school leader attempts to perform with integrity and in the best interest of all students but does so sporadically or inconsistently.
Not Using (0)	The school leader does not attempt to perform with integrity and in the best interest of all students.

Sample Evidences for Element 2 of Domain V
• The school leader is recognized by the school community as one who is willing to "take on tough issues"
• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
• When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
• When asked, faculty and staff describe the school leader as an individual who will follow through with his/her initiatives
• When asked, faculty and staff describe the school leader as one whose actions support his/her talk and expectations
• When asked, faculty and staff describe the school leader as one who speaks with candor and "takes on tough issues"

V(3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Scale Value	Description
Innovating (4)	The school 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 school faculty and staff.
Applying (3)	The school leader ensures that well---defined routines and procedures that lead to safe and orderly conduct are in place AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.
Developing (2)	The school leader ensures that well---defined routines and procedures that lead to orderly conduct are in place.
Beginning (1)	The school leader attempts to ensure that well---defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well---defined routines and procedures that lead to safe and orderly conduct are in place.

Sample Evidences for Element 3 of Domain V
• Clear and specific rules and procedures are in place for the running of the school
• Faculty and staff are provided the means to communicate about the safety of the school
• Faculty and staff know emergency management procedures and how to implement them for specific incidents
• Evidence of practicing emergency management procedures for specific incidents is available
• Evidence of updates to the emergency management plans, and communication of those plans, to the faculty and staff is available
• When asked, faculty and staff describe the school as a safe and orderly place
• When asked, the faculty and staff describe the school leader as highly visible and accessible
• When asked, faculty and staff describe the school as a place focused on learning

V(4): The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

Scale Value	Description
Innovating (4)	The school 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 community.
Applying (3)	The school leader ensures that well---defined routines and procedures that lead to orderly conduct are in place AND monitors the extent to which students, parents, and community share the perception that the school environment is safe and orderly.
Developing (2)	The school leader ensures that well---defined routines and procedures that lead to orderly conduct are in place.
Beginning (1)	The school leader attempts to ensure that well---defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well---defined routines and procedures that lead to orderly conduct are in place.

Sample Evidences for Element 4 of Domain V
• Clear and specific rules and procedures are in place for the running of the school
• Social media is utilized so that students may anonymously report potential incidents
• A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system)
• Coordination with local law enforcement agencies regarding school safety issues is a routine event
• Parents and community are engaged to give input regarding issues of school safety
• When asked, parents and students describe the school as a safe place
• When asked, parents and students describe the school as an orderly place
• When asked, community members perceive the school as safe and orderly
• When asked, parents, students, and community members describe the school leader as highly visible and accessible

V(5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale Value	Description
Innovating (4)	The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.
Applying (3)	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.
Developing (2)	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.
Beginning (1)	The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching.

Sample Evidences for Element 5 of Domain V
• Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
• Detailed budgets are developed, submitted, and implemented
• The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds)
• Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning)
• The school leader manages time effectively to maximize focus on instruction
• The school leader appropriately directs the use of technology to improve teaching and learning
• Adequate training is provided for the instructional technology teachers are expected to use
• When asked, faculty and staff report they have adequate materials to teach effectively
• When asked, faculty and staff report they have adequate time to teach effectively

V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school---wide success that meets the unique needs of faculty and staff.
Applying (3)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.
Beginning (1)	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole or the accomplishments of individuals within the school.

Sample Evidences for Element 6 of Domain V
• The accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media)
• The incremental successes of students and teachers is routinely recognized
• The successes of the diverse school community are celebrated
• When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
• When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated

The following optional chart is provided for your convenience to display the crosswalk of the district's evaluation framework to the Principal Leadership Standards. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.

Alignment to the Florida Principal Leadership Standards (FPLS)	
Domain/Standard	Evaluation Indicators
Domain 1: Student Achievement:	
1. **Student Learning Results:** Effective school leaders achieve results on the school's student learning goals.	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	1.1, 1.2
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	1.4, 1.2, 3.1
2. **Student Learning As a Priority:** Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	1.2, 4.3, 1.1, 1.4
b. Maintains a school climate that supports student engagement in learning;	5.3
c. Generates high expectations for learning growth by all students; and,	1.1
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	1.1, 1.4, 4.3
Domain 2: Instructional Leadership	
3. **Instructional Plan Implementation:** Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	2.1
b. Engages in data analysis for instructional planning and improvement;	1.3, 1.1, 2.3, 2.4, 2.5
c. Communicates the relationships among academic standards, effective instruction, and student performance;	4.3, 2.4, 3.1
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	2.4, 3.1, 3.3,
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	3.1
4. **Faculty Development:** Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	1.1, 2.4, 2.5, 4.3
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	2.3, 2.4
c. Employs a faculty with the instructional proficiencies needed for the school population served;	2.2
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy,	1.3,5.5, 2.3, 2.4

data analysis for instructional planning and improvement, and the use of instructional technology;	
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	2.5, 1.5
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	4.1, 4.3, 5.5

5. Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	5.4
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	5.2, 5.6, 2.3, 4.3, 4.5
c. Promotes school and classroom practices that validate and value similarities and differences among students;	4.3, 5.2, 5.6
d. Provides recurring monitoring and feedback on the quality of the learning environment;	5.3
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	4.3, 1.5, 5.2
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	1.4, 3.3, 1.3, 1.1

Domain 3: Organizational Leadership	
6. Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	5.1
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	5.1
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	5.1, 5.2
d. Empowers others and distributes leadership when appropriate; and,	4.2, 4.4
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	4.2, 4.5, 2.4, 5.5
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	4.4
b. Provides evidence of delegation and trust in subordinate leaders;	4.2, 4.4
c. Plans for succession management in key positions;	4.4, 4.2
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	4.2, 4.4
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	4.5, 5.4
8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	5.5
b. Establishes appropriate deadlines for him/herself and the entire organization;	5.5
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and	4.1, 4.3, 4.2, 4.4

faculty development; and,	
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	5.5

9. Communication:

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

a. Actively listens to and learns from students, staff, parents, and community stakeholders;	4.2, 4.5
b. Recognizes individuals for effective performance;	5.6
c. Communicates student expectations and performance information to students, parents, and community;	1.2, 1.5
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	5.1, 4.5
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	4.2, 4.5
f. Utilizes appropriate technologies for communication and collaboration; and,	4.2, 4.5
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	3.1

Domain 4: Professional and Ethical Behavior

10. Professional and Ethical Behaviors:

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

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	4.1
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	4.2
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	4.2
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	4.1, 4.2
e. Demonstrates willingness to admit error and learn from it; and,	5.1, 5.2
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	5.1

Other Indicators of Performance

Deliberate Practice:

Deliberate Practice is intentional work by a leader on specific improvements in mastery of educational practice. It is ten percent of the overall evaluation score.

Deliberate Practice Plan (DPP)

Proficiency Area(s) and Target(s) for   School Leader Growth

Deliberate Practice Priorities: The leader and the evaluator identify 1-2 specific and measurable priority learning goals related to teaching, learning, school leadership practices and the climate survey results that impact student learning growth.
- The target of a deliberate practice process describe an intended result and will include "scales" or progress points that guide the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The targets are "thin slices" of specific gains sought – not broad overviews or long term goals taking years to accomplish.

Relationship to other measures of professional learning: Whereas Marzano element II(2) and II(5) addresses the leader's involvement with professional learning focused on faculty needs and element V(1) addresses the leader's pursuant of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career---long patterns of continuous improvement and lead to high quality instructional leadership.

Possible Growth Target Focus:
- An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high---effect size instructional practices.
- An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
- Addresses a growth specific to school climate survey results

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

Scoring the Deliberate Practice

The Deliberate Practice score is 10 % of the overall score.

Deliberate Practice Points	Rating Description
100% of possible points	Leader either grows three levels or grows to an Innovating level.
66% of possible points	Leader either grows two levels or grows to an Applying level.
33% of possible points	Leader either grows one level or grows to a Developing level.
Zero Points	Leader either shows no growth or scores at a Beginning or Not Using level.

Parent Input:

The district provides parents a standard process and form to utilize for the purpose of input. Parents are advised that the input form is available in the front office and must be returned to an administrator's supervisor when it is completed. A copy is made available to the administrator. Input from the parent must be signed to be given consideration in the individual's evaluation.

The supervisor decides how much weight is given to the parent input form. Florida Statute does not dictate the weight but simply indicates a mechanism must be provided for parents to give input "when appropriate." Parent Input forms need only be kept on file for one year and then may be discarded.

The parent and faculty input form is shown on the next page.

Faculty Input:

The district conducts and annual climate survey in each school building, giving personnel the opportunity to provide input about their administrator and their school. The results are used to evaluate administrators on Leadership Practice. The results are also used to develop a required target of Deliberate Practice.

Faculty also has the opportunity to complete an Input Form. The parent and faculty input form is shown on the next page.

PARENT INPUT FORM AND PARENT/TEACHER INPUT FORM

Attached are two forms that are designed to meet state requirements of providing a mechanism for input into teacher and administrator performance evaluation. Schools are required to advertise this process and make forms available in the school office.

Parent Input Form

(regarding teacher evaluation)

The **Parent Input Form** (or similar school-based form) may be used by parents regarding input into a teacher evaluation. The administrator decides how much weight is given to the parent input. Forms must be signed to be used for consideration. A copy must be given to the employee. Parent input forms need only be kept on file for one year and then they may be discarded. Forms should be available in the school office. The simplest way to communicate the availability of the form is through the school newsletter.

Parent/Teacher Input Form

(regarding administrator evaluation)

Parent/Teacher Input Form (or a similar school-based form) may be used by parents and teachers to provide input regarding an administrator's evaluation. Forms should be available to parents and teachers in the school office. Forms must be signed and sent to the appropriate Area Superintendent via pony or US mail.

Please be sure to share the information regarding both forms with your parents and staff. Feel free to use the sample notice below as a communication piece for your newsletter.
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SAMPLE NEWSLETTER ARTICLE

Parent Input

Pinellas County Schools welcomes input of parents regarding the job performance of district employees. A **Parent Input Form** is available for parents to give input regarding teacher performance. Also available is a **Parent/Teacher Input Form** for input regarding administrator performance. Each form requires a signature. A copy of the form will be shared with the employee. Forms are available in the school office.

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4. Summative Evaluation Score

How to Determine a Leadership Practice Score.

Rate each element:

Start with judgments on the elements. Elements in each domain are rated as Innovating, Applying, Developing, Beginning, or Not Using based on accumulated evidence.

➢ The model supports this element proficiency rating process with scales for distinguishing between the levels that are specific to the element.

➢ To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided in the protocols.

➢ The scales for elements and the illustrative examples are found in iObservation under the forms tab and in the resource library.

➢ Ratings can be recorded on the Marzano School Leader Evaluation forms and supporting resources. All forms are available in iObservation.

Rating level of implementation:

When assigning ratings to elements, the evaluator should begin by reviewing the element scales and evidences. These are "word-picture" descriptions of leadership behaviors in each of the five levels of leadership behavior – "Innovating", "Applying", "Developing", "Beginning", and "Not Using." The evaluator finds the level that best describes implementation level of performance related to the element, based upon the evidence gathered.

The rating rubrics provide criteria that distinguish among the proficiency levels on the element. The illustrative examples of Leadership Evidence and Impact Evidence for each element provide direction on the range of evidence to consider. The rating for each element is the lowest rating for which the "word-picture" descriptors are appropriate and representative descriptions of what was observed about the leader's performance.

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

Distinguishing between proficiency ratings:

Highly Effective: The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to

"Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with "deliberate practice." In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some elements, but very few leaders will be rated highly effective as a summative performance level.

Effective: The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

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

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

Score the Deliberate Practice

The Deliberate Practice score is 10 % of the overall score.

Deliberate Practice Points	Rating Description
100% of possible points	Leader either grows three levels or grows to an Innovating level.
66% of possible points	Leader either grows two levels or grows to an Applying level.
33% of possible points	Leader either grows one level or grows to a Developing level.
Zero Points	Leader either shows no growth or scores at a Beginning or Not Using level.

Calculate the Total Score and Annual Performance Level

Step One: Enter the Student Growth Measure score, using the 4 point scale.

Step Two: Enter the Leadership Practice score (the total points earned from the element ratings).

Step Three: Enter the Deliberate Practice score.

Step Four: Add the Student Growth Measure score, Leadership Practice score, and the Deliberate Practice score.

Step Five: Determine the overall rating.

Overall Rating	Performance Score Range
Highly Effective	>3.45
Effective	2.45-3.44
Needs Improvement	1.45-2.44
Unsatisfactory	<1.44

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5. Additional Requirements

Who is responsible for evaluating?

Area Superintendents are responsible for the evaluation of school principals. School principals are responsible for the evaluation of assistant principals. Evidence, artifacts and data are gathered from a variety of different sources.

Parent Input

The district provides parents a standard process and form to utilize for the purpose of input. Parents are advised that the input form is available in the front office and must be returned to an administrator's supervisor when it is completed. A copy is made available to the administrator. Input from the parent must be signed to be given consideration in the individual's evaluation.

The supervisor decides how much weight is given to the parent input form. Florida Statute does not dictate the weight but simply indicates a mechanism must be provided for parents to give input "when appropriate." Parent Input forms need only be kept on file for one year and then may be discarded.

Faculty Input

The district conducts and annual climate survey in each school building, giving personnel the opportunity to provide input about their administrator and their school. The results are used to evaluate administrators on Leadership Practice. The results are also used to develop a required target of Deliberate Practice.

Faculty also have the opportunity to complete an Input Form.

Training

Training and Reflection

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

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

A description of the initial training process of evaluators

All principals and Area Superintendents completed approximately 1.5 days of training between June 2014 and September 2014 on the new appraisal system. The initial training included an overview, as well as an in depth study of the five domains, overall framework and protocols. All administrators received an additional day of training during the summer of 2015. This training included a synopsis of the contemporary research, which is the framework of the new appraisal system.

Assistant Principals completed a six hour training offered in August 2014. This training was an overview of the new administrator evaluation system. It included the components of the new evaluation system that describes the metrics of measurement, the process of the evaluation cycle, the contemporary research and the framework and protocols, as well as how the system links to their continuous professional improvement. All administrators received an additional day of training during the summer of 2015. Assistant Principals and Principals will continue to be exposed to information concerning the new evaluation process through electronic communication, the monthly Professional Development newsletter, and on- going training opportunities.

These trainings were conducted by trained professionals from Learning Sciences International who have extensive knowledge of the evaluation system.

The process for on-going training of evaluators

An evaluator's training schedule will be developed that contains opportunities for learning consistent with the framework of the appraisal rubric. Administrators will receive ongoing training opportunities in order to understand the 24 elements within the framework and how to intentionally improve their leader practice.

The process for monitoring evaluator performance and consistency of results

Evaluation results will be analyzed annually to ensure consistency and to design individual professional development as needed providing additional support regarding the evaluation framework, system and process.

The procedures for new administrators who join the workforce

Administrators hired after the initial training will receive the training during the summer, prior to the start of the school year. A professional development calendar will offer regular training on the system throughout the year in order to train new administrators, as well as provide follow-up and support to administrators already in the district.

Training will include the following important "things to know":

1. The Research Framework on which the evaluation system is based. The research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework.

2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:

    a. The Protocols– what knowledge, skills, and evidences are identified as system priorities by inclusion of elements in the evaluation system.

    b. The Scales – how to distinguish proficiency levels.

    c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. The iObservation platform will be used to collect and relay observation data and corresponding feedback.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system

    a. Evidence gathering: What sources are to be used?

    b. Timeframes, record keeping

    c. Scoring rules

6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system?

7. Sources of information about the evaluation system: The evaluation system and all supporting documents and resources are available on iObservation.

8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

9. Evaluation results will be used in the development of school improvement plans, district improvement/strategic plans and professional development plans.

10. Parent input is included in the element ratings and provided through the Parent/Teacher Input form

11. An annual climate survey will be conducted to gain staff information regarding the school and district climate and to allow staff input into the administrator's evaluation.

Timely Feedback

In accordance with s. 1012.34(3)(c), F.S., all evaluators are expected to provide the written report to the employee no later than 10 days after the evaluation takes place. The report will be provided through iObservation and will be accessible electronically as soon as the evaluator selects finish.

Use of Evaluation Data for Professional Development

Each year, administrators complete a Deliberate Practice Plan (DPP). In this plan, action steps are proposed including what professional development will be taken to support their growth. These actions are taken as an intentional study of a portion of your practice related to growth of an evaluation element. This can include Professional Learning Network trainings, observing colleagues who are demonstrating best practices, side by side observing, and book study.

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

All professional development in the Professional Learning Network is searchable and recommendable by the aligned evaluation elements. This practice ensures meaningful and purposeful selection of professional development to foster targeted professional growth.

Any administrator rated less than effective are placed on a success plan. The success plan is a prescribed improvement plan documenting performance concerns. The administrator will be provided with ongoing support from the area office, assistance through professional development and in some cases, be assigned a mentor.

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6. District Evaluation Procedures

In accordance with s. 1012.34(3)(c), F.S., The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the 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 administrator 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 superintendent will annually notify the FLDOE of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations.

7. District Self-Monitoring

Inter-rater Reliability Assessment for Evaluators

In order to ensure consistency across the district, administrators take part in a Rater Reliability training to assess mastery of the formal observation process.

Annually, all school administrators will participate in evaluation training and assessment in which they will conduct observations, script what they see, and then rate their individual observations. The purpose of the session is to ensure that observers meet the minimum standards for identifying appropriate elements of classroom instruction as well as accuracy of rating and feedback.

The observation results are reviewed for consistency with a master score set in order to determine whether calibration criterion has been met. Each administrator is provided feedback of their performance. Calibration results are used to develop administrator training and support.

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Use of Evaluation Data for District Improvement

Florida Statute 1012.34 (2)(a) requires evaluation systems for instructional personnel and school administrators to be designed to support effective instruction and student growth, and that performance evaluation results must be used to develop district and school improvement plans. Florida Statute 1012.34 (2)(b) requires districts to provide instruments, procedures, and criteria for continuous quality improvement of the professional skills of personnel and school administrators, and performance evaluation results must be used when identifying professional development. Pinellas County has developed a strategic plan with the primary goal being 100% student success. Area Superintendents are provided monthly updates on evaluation progress, observation data, and use this information to guide the development of district initiatives and leader development.