

# Florida Virtual School

## School Administrator Evaluation System



# School Administrator Evaluation System

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## Purpose

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

## Instructions

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

Before submitting, ensure the document is titled and paginated.

## Submission

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

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

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## 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.*

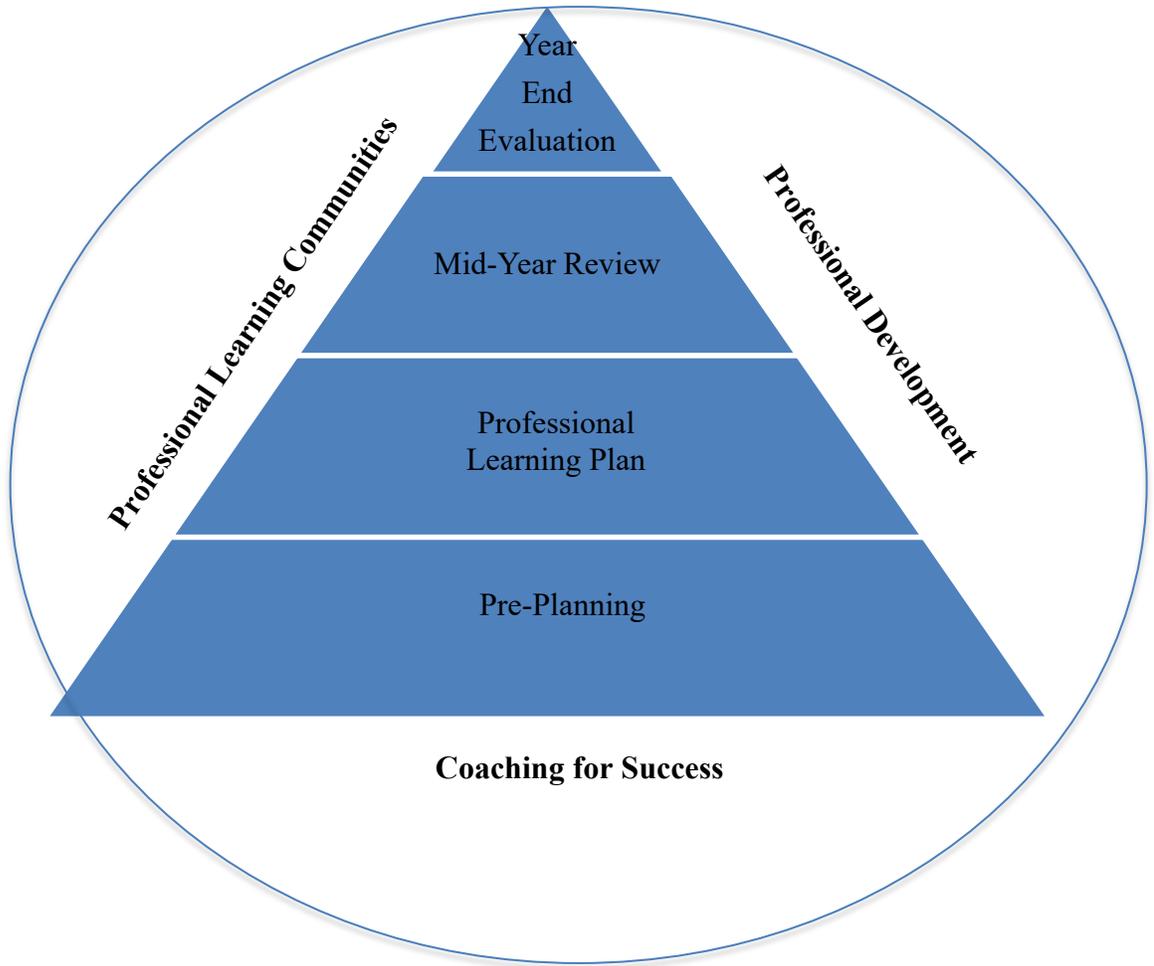
Florida Virtual School® (FLVS®) is a fully accredited, statewide public school district with a 25-year history of successfully educating students. An award-winning, international leader in online learning, FLVS offers more than 190 free courses to Kindergarten–Grade 12 public, charter, private, and homeschool Florida students.

FLVS, the district and its schools, are accredited by Cognia. Core courses are NCAA approved and courses are aligned with Florida and national standards and are accessible 24/7. Enrollment for FLVS Flex is open 365 days a year due to the FLVS year-round rolling enrollment model.

Every FLVS course is taught by a dedicated and Florida-certified instructor who is focused on student success. The approximately 2,500 FLVS instructors are available 8 a.m. to 8 p.m. (8:30 a.m. to 4:30 p.m. in Full Time Program) Monday - Friday and communicate with students regularly via live lessons, phone, email, online chats, instant messaging, discussion forums, webcams, and texting.

In designing an administrative evaluation system based on the FLVS model of instructional supervision and leadership, a team of instructional leaders (principals), district leaders, and human resources staff collaborated to create a tool that effectively and accurately measures the online school administrator’s role, as well as evaluates their impact on student performance.

The FLVS administrative evaluation is an ongoing and multi-step process. Each administrator participates in a variety of reflective activities and professional learning opportunities that lead to true growth for each individual. Each administrator starts with the pre-planning process where they develop professional learning goals for the school year, which are tied directly to the specific domains and elements on the administrative evaluation, leading up to frequent dialogue with their supervisor to review their progress throughout the year. Supervisors will then evaluate school leader progress during a mid-year performance review, and the performance cycle culminates with their year-end summative evaluation. Throughout the year, school leaders are supported through professional development, coaching for success, and professional learning communities. The below diagram illustrates the FLVS school leader evaluation structure.



## **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 and Reporting**

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

### **Evaluation Procedures**

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

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- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

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

### Notifications

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

### District Self-Monitoring

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

### Part III: Evaluation Procedures

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

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

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	Annually, in the Fall	Online webinar, hosted by Performance Management. All criteria, methodologies, and procedures are posted on our internal SharePoint site for access any time during the school year.
Principals	Annually, in the Fall	Online webinar, hosted by Performance Management. All criteria, methodologies, and procedures are posted on our internal SharePoint site for access any time during the school year.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Ongoing throughout the school year	<ul style="list-style-type: none"> <li>● Observations                             <ul style="list-style-type: none"> <li>○ Weekly: one-on-one observation of school leader’s reflective practices and effective use of data related to student success (weekly call with supervisor)</li> <li>○ Bi-weekly: observation of school leader interactions with colleagues (IL Team Meetings)</li> <li>○ Monthly: direct observation of school leaders’ interactions with teachers (schoolhouse meeting).</li> </ul> </li> <li>● Artifacts</li> <li>● Data Collection</li> <li>● Weekly one-on-one conferences with direct supervisor</li> </ul>

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		<ul style="list-style-type: none"> <li>• Student, parent and teacher surveys</li> </ul>
Principals	Ongoing throughout the school year	<ul style="list-style-type: none"> <li>• Observations                             <ul style="list-style-type: none"> <li>○ Weekly: one-on-one observation of school leader’s reflective practices and effective use of data related to student success (weekly call with supervisor)</li> <li>○ Bi-weekly: observation of school leader interactions with colleagues (IL Team Meetings)</li> <li>○ Monthly: direct observation of school leaders’ interactions with teachers (schoolhouse meeting).</li> </ul> </li> <li>• Artifacts</li> <li>• Data Collection</li> <li>• Weekly one-on-one conferences with direct supervisor</li> <li>• Student, parent and teacher surveys</li> </ul>

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

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	July	Once student performance results have been loaded, within 10 days.
Principals	1	July	Once student performance results have been loaded, within 10 days.

## 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. At Florida Virtual School, instructional leadership accounts for 60% 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.

Each domain in the Instructional Leadership Practice section of the summative evaluation is weighed at a specific percentage. Within each domain, a number of leadership proficiency areas are addressed, and each proficiency area includes individual performance indicators. A point value is assigned to each indicator, and administrators earn a share of the points possible for each indicator based on the rating they earn. Once all ratings have been entered, Pathways, our cloud-based performance management system, calculates the points earned to determine an instructional leadership practice score. *(See Chart A below.)*

Once a summative leadership practice score has been determined for each school leader, it will then be combined with the points earned in the “other indicators of performance” section of the evaluation, which is weighted at 5% of the summative evaluation. Once the overall points earned in the leadership practice and other indicators of performance sections have been determined, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned based on the total points earned in these sections. The summative evaluation uses a 100-point scale, with 60 points possible for the leadership practice measure, and 5 points possible for the other indicators of performance section. *(See Section B for more details on other indicators of performance.)*

<b>Performance Rating</b>	<b>Points Earned</b>
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

The total points earned in leadership practice and other indicators of performance are then added to the points earned for the performance of students measure to determine the overall summative evaluation score.

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*Chart A:*

Domains and Indicators	EOY Domain Weight	EOY Points Possible			
		HE	E	NI	U
<b>Domain 1: Strategic/Cultural Leadership</b>					
1a: Creates an Organizational Vision, Mission, and Strategic Goals	<b>15%</b>	3	2.28	1.83	0.78
1b: Uses Data for Informed Decision Making		3	2.28	1.83	0.78
1c: Builds a Collaborative and Empowering Work Environment		3	2.28	1.83	0.78
1d: Leads Change Efforts for Continuous Improvement		3	2.28	1.83	0.78
1e: Celebrates Accomplishments and Acknowledges Failures		3	2.28	1.83	0.78
<b>Domain 2: Systems Leadership</b>					
2a: Leverages Human and School Resources	<b>15%</b>	3	2.28	1.83	0.78
2b: Ensures a High Quality, High Performing Staff		3	2.28	1.83	0.78
2c: Establishes and Implements Expectations for Students and Staff		3	2.28	1.83	0.78
2d: Communicates Effectively and Strategically		3	2.28	1.83	0.78
2e: Ensures School Safety and IT Security		3	2.28	1.83	0.78
<b>Domain 3: Leadership for Learning</b>					
3a: Leads School Improvement Initiatives	<b>20%</b>	5	3.8	3.05	1.3
3b: Aligns Curricula, Instruction, and Assessments		5	3.8	3.05	1.3
3c: Implements High Quality Instruction		5	3.8	3.05	1.3
3d: Sets High Expectations for All Students		5	3.8	3.05	1.3
<b>Domain 4: Professional and Community Leadership</b>					
4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement	<b>6%</b>	2	1.52	1.22	0.52
4b: Shows professionalism		2	1.52	1.22	0.52
4c: Supports Professional Growth		2	1.52	1.22	0.52
4d: Meaningful Accessibility for All Community Stakeholders		2	1.52	1.22	0.52
4e: Successful Employee Development		2	1.52	1.22	0.52

**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. At Florida Virtual School, other indicators of performance account for 5% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.
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 other indicators of performance section of the leadership evaluation is solely focused on professional development. Administrators choose a development area to concentrate on that is directly tied to the indicators featured in the leadership practice portion of the evaluation. This professional development area is described in each administrator’s Professional Learning Plan, where learning goals are stated, and the action plan, needed resources to meet the goal, and evidence of successful application is documented. Administrators work towards their professional learning goals throughout the school year. Using the rubric below, the administrator’s supervisor determines the evaluation rating by assessing the administrator’s growth and application in the chosen development area. This can be determined through PLC participation and involvement, impact on student performance, or application of what was learned and applied in the development area.

Professional Development Rubric for Administrators:

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Demonstrates substantial growth and improvement in Domain(s)/ Element(s) identified in Professional Learning Plan with observable application and impact on student achievement. Actively participates and contributes to data driven, collaborative Professional Development.	Demonstrates growth and improvement in Domain(s)/ Element(s) identified in Professional Learning Plan with application and impact on student achievement. Participates in data driven, collaborative Professional Development.	Demonstrates minor growth and improvement in Domain(s)/ Element(s) identified in Professional Learning Plan with limited observation of application and impact on student achievement. Infrequent participation in data driven, collaborative Professional Development.	Demonstrates no growth and improvement in Domain(s) /Element(s) identified in Professional Learning Plan. Does not participate in data driven, collaborative Professional Development.

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Once the administrator’s supervisor assigns a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory based on the above rubric, the rating is then assigned a point value that is added to the overall point total for the year-end summative evaluation. The summative evaluation uses a 100-point scale, with 5 total points possible allocated for the other indicators of performance measure.

<b>Other Indicators of Performance</b>	<b>Section Weight</b>	<b>HE</b>	<b>E</b>	<b>NI</b>	<b>U</b>
Professional Development	5%	5	3.8	3.05	1.3

Once a summative ‘other indicators of performance’ score has been determined for each school leader, it will then be combined with the points earned in the leadership practice section of the evaluation, which is weighted at 60% of the summative evaluation. Once the overall points earned in the leadership practice and other indicators of performance sections have been determined, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned based on the total points earned. The summative evaluation uses a 100-point scale, with 60 total points possible for the leadership practice section, and 5 points possible for the other indicators of performance section. *(See Section A for more details on instructional practice.)*

<b>Performance Rating</b>	<b>Points Earned</b>
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

The total points earned in leadership practice and other indicators of performance are then added to the points earned for the performance of students measure to determine the overall summative evaluation score.

### 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. At Florida Virtual School, performance of students accounts for 35% of the school administrator performance evaluation.

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

Florida Virtual School prides itself on the variety ways we meet students' educational needs, both in and out of the state of Florida. To this end, there are four distinct "schools" which administrators at FLVS supervise:

1. **FLVS Flex (Flex):** Administrators in the FLVS Flex program support teachers and students in grades 6-12 who attend school full time in another Florida school district, are home schooled, or attend a private or charter school.
2. **FLVS Flex Elementary:** Administrators in the FLVS Flex Elementary program support teachers and students who are primarily home-schooled in grades K-5.
3. **FLVS Full Time K-12 (FLVSFT):** Administrators in the FLVSFT program support teachers and students in grades K-12 who attend school at FLVS full time, and FLVS is considered the school/district of record for these students.
4. **FlexPoint Virtual School:** Administrators in FlexPoint Virtual School program support teachers and students in grades 6-12 who are not residents of the state of Florida.

All FLVS administrators in our FLVS Flex, FLVSFT 6-12, and FlexPoint Virtual School programs will receive a district measure of student performance, which uses district-developed segment exams for all of our 6-12 courses, to determine their performance of students rating. (See Chart A below.) Using these district-developed segment exams, FLVS calculates the segment exam average for the school year (July 1 to June 30), drilling down by individual courses, segments, and course versions. Then, using a standard deviation of  $-.75$ , the cut score for each course is determined, where  $(\bar{X} - .75 * sd) = \text{course/segment/version (CSV) cut score}$ . Then, the number of students meeting or exceeding the cut score in each course is determined. This percentage of students meeting or exceeding the cut score is then used to set the course performance definition for Highly Effective.

The student exam scores in the administrator's schoolhouse are compared to the CSV cut scores. The percent of students meeting or exceeding the cut scores in the administrator's schoolhouse is calculated to determine the administrator's rating on the performance of students portion of the summative evaluation. This calculation model is a percent proficient model, determining the percent of students who meet or exceed each course's performance threshold. For those administrators who supervise multiple courses, their final student performance score will be made up of the weighted percentage of students scoring at or above the cut score of each course the administrator oversees.

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Performance Rating	Performance Definition
Highly Effective	> District-defined%+ of students scoring at or above the calculated CSV cut score**
Effective	55-district defined% of students scoring at or above the CSV cut score
Needs Improvement	40-54% of students scoring at or above the CSV cut score
Unsatisfactory	Less than 40% of students scoring at or above the CSV cut score

\*\*Administrators who are assigned 70% or more of the available student CSV data will earn Highly Effective if at least 75% of the assigned students score at or above the CSV cut score.

The Flex and FLVSFT K- 5 programs use a similar model, but student performance is based on module exams, rather than segment exams. Administrators supervising these areas receive a student performance rating using the average of the teacher student performance ratings within their assigned schoolhouse.

Administrative personnel may, with supervisor and school leadership approval, use Student Learning Objectives (SLOs) to determine their performance of students rating. SLOs may be utilized when there is evidence that validity (inferences made from the scores) could be improved by the use of SLOs as compared to segment or module exam data.

Once a performance of students score has been determined for each administrator, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned. Each rating will then be assigned a point value that is added to the overall point total for the year-end summative evaluation. The summative evaluation uses a 100-point scale, with 35 total points possible allocated for the performance of students measure.

District Performance Category	Performance Rating	Point Allocation
4	Highly Effective	35
3	Effective	26.6
2	Needs Improvement	21.35
1	Unsatisfactory	9.1

### 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.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must

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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.

To calculate the overall summative evaluation score, points earned in all three sections of the evaluation are added together to determine a final, overall point total. As described above, each section within the administrator summative evaluation weighs a specific percentage: 35% for Performance of Students, 60% for Instructional Leadership Practice, and 5% for Other Indicators of Performance. A point value is assigned to each section, and administrative personnel earn a share of the points possible for each section based on the ratings they earn. Once all three sections have been completed, Pathways, our cloud-based performance management system, calculates the points earned to determine an overall summative evaluation score. The overall score maps to a performance rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

<b>Instructional Leadership Practice 60% + Other Indicators of Performance 5% = 65% Total</b>	
<b>Performance Rating</b>	<b>Points Earned</b>
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

<b>Performance of Students 35%</b>	
<b>Performance Rating</b>	<b>Point Allocation</b>
Highly Effective	35
Effective	26.6
Needs Improvement	21.35
Unsatisfactory	9.1

<b>Final Summative Evaluation Score</b>	
<b>Performance Rating</b>	<b>Points Earned</b>
Highly Effective	85-100
Effective	70-84
Needs Improvement	55-69

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Unsatisfactory	0-54
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To illustrate the summative rating calculation, two examples are presented below. The first example is of an elementary principal who received an overall evaluation rating of Highly Effective. The principal earned 58.6 points in Leadership Practice, and 3.8 points in Other Indicators of Performance, resulting in a 62.4 point total for these two sections. The principal was Effective overall in Student Performance, earning 26.6 points. After adding the points together, the elementary principal earned 89 points total, which maps to Highly Effective overall.

In the second example, a high school assistant principal earned 40 points in Leadership Practice, and 1.3 points in Other Indicators of Performance, resulting in 41.3 points for these sections. The principal's student performance score was rated as Unsatisfactory, earning the principal 9.1 points for that section, and resulting in an overall score of 50.4 points, which is an Unsatisfactory rating on the summative evaluation.

Employee Type	Instructional Leadership Practice Score	Other Indicators of Performance Score	Instructional Leadership Practice + Other Indicators of Performance Score	Student Performance Score	Summative Evaluation Score and Rating
Example 1: Elementary Principal	58.6	3.8	62.4/HE	26.6/E	89/HE
Example 2: High School Assistant Principal	40	1.3	41.3/NI	9.1/U	50.4/U

## 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.*

<b>Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
<b>1. Professional and Ethical Norms</b>	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	2c, 4b
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.;	4b
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	1d, 4a
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.	4b, 4c
<b>2. Vision and Mission</b>	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	1a
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;	1b, 3a
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;	1a, 1b, 1c
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	1d, 3a
e. Recognize individuals for contributions toward the school vision and mission.	1a, 1c, 1e, 2b, 3a
<b>3. School Operations, Management, and Safety</b>	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:</i>	
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;	2a

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<b>Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	2b
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;	2b, 2c
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	2d
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	2d
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;	2e
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;	2d, 4d
h. Develop and maintain effective relationships with the district office and governing board;	2d, 4b
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	2e
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.;	2e
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	2e
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3a
<b>4. Student Learning and Continuous School Improvement</b>	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	3d
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;	3b
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	2a, 3a
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	1a, 1b, 2a, 3a, 3b

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<b>Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
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;	1b, 3d
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	2c, 2d, 3a
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.	3c
<b>5. Learning Environment</b>	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:</i>	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	2c, 2e
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;	2c
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	3c, 4c
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	1b
<b>6. Recruitment and Professional Learning</b>	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	2b
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;	3c, 4c
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;	1c, 3c
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;	1c, 4c
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;	3c, 4c
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	4c
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;	4c

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<b>Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	1c, 2a, 2b, 4b
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.	3a, 4b, 4c
<b>7. Building Leadership Expertise</b>	
<i>Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	4e
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	2b, 4c, 4e
c. Develop capacity in teacher leaders and hold them accountable; and	4e
d. Plan for and provide opportunities for mentoring new personnel.	2b, 4c, 4e
<b>8. Meaningful Parent, Family, and Community Engagement</b>	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	4a, 4d
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	1c, 2d, 3d, 4a, 4b
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	2d, 4d
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	1e
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	2c, 2d, 4a, 4b, 4d

<b>Alignment to the Florida Educational Leadership Standards, School Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
<b>1. Professional and Ethical Norms</b>	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	

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<b>Alignment to the Florida Educational Leadership Standards, School Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
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;	2c, 4b
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.;	4b
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	1d, 4a
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.	4b, 4c
<b>2. Vision and Mission</b>	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	1a
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;	1b, 3a
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;	1a, 1b, 1c
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	1d, 3a
e. Recognize individuals for contributions toward the school vision and mission.	1a, 1c, 1e, 2b, 3a
<b>3. School Operations, Management, and Safety</b>	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	2a
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs;	2b, 2c
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;	2b, 2c
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;	2d

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<b>Alignment to the Florida Educational Leadership Standards, School Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	2d
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;	2e
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	2d, 4d
h. Develop and maintain effective relationships with the district office and governing board;	2d, 4b
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	2e
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.;	2e
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	2e
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3a
<b>4. Student Learning and Continuous School Improvement</b>	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	3d
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;	3b
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;	2a, 3a
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;	1a, 1b, 2a, 3a, 3b
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.;	1b, 3d
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	2c, 2d, 3a
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.	3c
<b>5. Learning Environment</b>	
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	

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<b>Alignment to the Florida Educational Leadership Standards, School Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	2c, 2e
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;	2c
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	3c, 4c
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	1b
<b>6. Recruitment and Professional Learning</b>	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	2b
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;	3c, 4c
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	1c, 3c
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;	1c, 3c, 4c
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;	3c, 4c
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	4c
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	4c
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	1c, 2a, 2b, 4b
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.	3a, 4b, 4c
<b>7. Building Leadership Expertise</b>	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	4e

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<b>Alignment to the Florida Educational Leadership Standards, School Principal Descriptors</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	2b, 4c, 4e
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	4e
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	2b, 4c, 4e
<b>8. Meaningful Parent, Family, and Community Engagement</b>	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	4a, 4d
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	1c, 2d, 3d, 4a, 4b
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	2d, 4d
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	1e
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	2c, 2d, 4a, 4b, 4d

## 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.*

### 24-25 Principal Rubric

<b>FLVS School Principal Evaluation Rubric</b>				
*Adapted and used with permission from the Pennsylvania Department of Education				
<b>Domain 1: Strategic/Cultural Leadership</b>				
School leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school’s culture that involves students, families, and staff.				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><b>1a: Creates an Organizational Vision, Mission, and Strategic Goals:</b></p> <p>The school leader plans strategically and collaboratively creates a vision, mission, and goals around personalized student success that is aligned to organizational goals.</p> <p>FELS Standards: 2a, 2c, 2e, 4d</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to develop a vision, mission, or strategic goals.</p> <p>The school leader fails to demonstrate the involvement of staff and stakeholders in a strategic process that leads to the development of a vision, mission, and goals.</p>	<p>The school leader develops a vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of student performance, with limited evidence of stakeholder involvement.</p>	<p>The school leader implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>The school leader maintains a focus on the vision and strategic goals throughout the school year.</p> <p>The school leader ensures that staff incorporates the vision, mission, and strategic goals in their instructional plans to assure that students achieve</p>	<p>... and</p> <p>The school leader designs, initiates, and implements collaborative processes to collect and analyze data about progress for the periodic review and revision of the vision, mission, and strategic goals.</p> <p>The school leader systematically ensures that the vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.</p>

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<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b><i>1b: Uses Data for Informed Decision Making:</i></b></p> <p>The school leader develops, analyzes and ensures utilization of multiple data sources to drive effective decision-making, specifically as it pertains to progress-monitoring of student performance data and closing the achievement gap.</p> <p>FELS Standards: 2b, 2c, 4d, 4e, 5d</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to demonstrate the ability to analyze or use data to drive effective decision-making.</p>	<p>The school leader infrequently uses data and assessments to monitor progress.</p> <p>The school leader exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>expected outcomes.</p> <p>The school leader collects, analyzes, monitors, and uses data systematically regarding the school’s progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>The school leader develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>... and</p> <p>The school leader activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes.</p> <p>The school leader listens, evaluates, and considers staff and other stakeholders’ input regarding recommended activities and initiatives.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b><i>1c: Builds a Collaborative and Empowering Work Environment:</i></b></p> <p>The school leader develops a culture of collaboration, distributive</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to demonstrate the involvement of staff and stakeholders in discussions and</p>	<p>The school leader frequently makes unilateral decisions (uses distributive leadership infrequently).</p> <p>The school leader inconsistently includes</p>	<p>The school leader creates a collaborative work environment predicated upon cooperation among and between stakeholders.</p> <p>The school leader</p>	<p>... and</p> <p>The school leader empowers staff and other stakeholders to assume responsibility for making decisions</p>

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<p>leadership, and continuous improvement conducive to student learning and professional growth. The school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.</p> <p>FELS Standards: 2c, 2e, 6c, 6d, 6h, 8b</p>	<p>decisions regarding school issues.</p>	<p>stakeholders in the decision-making processes.</p> <p>The school leader articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.</p>	<p>consistently engages in shared decision-making and distributive leadership.</p> <p>The school leader actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<p>regarding the school culture and student achievement.</p> <p>The school leader establishes an environment where staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>-Select and implement effective improvement strategies.</li> <li>-Assess and monitor progress towards achieving the vision, mission, and strategic goals.</li> <li>-Lead planning and monitoring efforts.</li> </ul>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b><i>1d: Leads Change Efforts for Continuous Improvement:</i></b></p> <p>The school leader will accept accountability for all students through identification and recognition of barriers and their</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to identify the importance of the change process with no provision for positively impacting the culture and</p>	<p>The school leader articulates the importance of the change process; however, when change occurs, it is only through random processes.</p>	<p>The school leader implements a change process to ensure continuous school improvement.</p>	<p>... and</p> <p>The school leader drives major initiatives that help students be successful.</p> <p>The school leader systematically examines the status quo, identifies beneficial changes,</p>

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<p>impact on the academic success, the school leader systematically guides all stakeholders through the change process to positively impact the culture and performance of the school.</p> <p>FELS Standards: 1c, 2d</p>	<p>performance of the school.</p>			<p>and leads the change process to successful completion.</p>
<p style="text-align: center;"><b>Component</b></p>	<p style="text-align: center;"><b>Unsatisfactory</b></p>	<p style="text-align: center;"><b>Needs Improvement</b></p>	<p style="text-align: center;"><b>Effective</b></p>	<p style="text-align: center;"><b>Highly Effective</b></p>
<p><b>1e:</b> <b><i>Celebrates Accomplishments and Acknowledges Failures:</i></b></p> <p>The school leader recognizes parents, students, and other stakeholders for their contribution and engagement that enhances the school community by utilizing lessons from accomplishments and failures to positively impact the culture and performance of the school.</p> <p>FELS Standards: 2e, 8d</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The school leader inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The school leader recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>The school leader utilizes failure as an opportunity to improve school culture and student performance.</p>	<p>... and</p> <p>The school leader utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school.</p>

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<p><b>Domain 2: Systems Leadership</b>                  School leaders ensure that there are processes and systems in place for resource allocation, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the school. They must manage efficiently, effectively, and safely to foster student achievement.</p>				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><b>2a: Leverages Human and School Resources:</b></p> <p>The school leader establishes systems for marshaling all available fiscal resources to better serve the needs of all students, staff, and the school.</p> <p>FELS Standards:3a, 4c, 4d, 6h</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to systematically allocate available resources that support the vision, mission, and strategic goals of the school.</p>	<p>The school leader utilizes systems for allocating available resources that are not transparent.</p>	<p>The school leader designs transparent systems to equitably manage available resources.</p> <p>The school leader ensures the strategic allocation and use of available resources to meet instructional goals and support teacher needs.</p>	<p>... and</p> <p>The school leader integrates school resources to maximize the efficiency of school operations.</p> <p>The school leader uses data and feedback to assess the success of program decisions.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><b>2b: Ensures a High Quality, High Performing Staff:</b></p> <p>The school leader establishes, supports and effectively manages processes and systems which ensures high quality and high performing staff in order to optimize productivity, literacy</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to maintain a high performing staff, which is focused on improving student achievement.</p> <p>The school leader fails to address ineffective teaching</p>	<p>The school leader inconsistently supervises and evaluates staff.</p> <p>The school leader provides limited support to all new personnel.</p> <p>The school leader inconsistently selects and retains</p>	<p>The school leader supervises and evaluates all staff in a fair manner following organizational procedures and uses the results to improve performance.</p> <p>The school leader recruits and retains high quality staff that meets the needs</p>	<p>... and</p> <p>The school leader proactively recommends decisions regarding hiring, transfers, retention, and dismissal.</p> <p>The school leader proactively recognizes quality teaching and establishes it as an example of</p>

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<p>achievement, and student learning in accordance with Florida state law. The school leader works to develop future leaders, oversees induction and mentoring, and proactively recommends decisions regarding hiring, transfers, retention and dismissal.</p> <p>FELS Standards: 2e, 3b, 3c, 6a, 6h, 7b, 7d</p>	<p>and staff performance.</p> <p>The school leader fails to provide induction support to all new staff.</p> <p>The school leader fails to select and retain highly qualified personnel.</p>	<p>highly qualified personnel.</p>	<p>of all students.</p> <p>The school leader participates with appropriate personnel to select highly qualified staff.</p> <p>The school leader complies with and supports the induction processes to support all new personnel.</p> <p>The school leader maintains a high performing staff, which is focused on improving student achievement.</p>	<p>expected performance.</p> <p>The school leader ties human resources decisions to achieving the vision and goals of the school.</p> <p>The school leader proactively creates additional induction opportunities to support all new personnel.</p>
<p align="center"><b>Component</b></p>	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Needs Improvement</b></p>	<p align="center"><b>Effective</b></p>	<p align="center"><b>Highly Effective</b></p>
<p><b>2c: Establishes and Implements Expectations for Students and Staff:</b></p> <p>The school leader is accountable for establishing and implementing clear expectations, structures, rules, and accountability procedures for students and staff in a positive, fair, and unbiased manner according to Florida state law</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to establish clear expectations, structures, rules, and procedures for students and staff.</p>	<p>The school leader utilizes only school rules and procedures required by organizational administration and/or school policy.</p> <p>The school leader inconsistently communicates and enforces expectations, rules, and procedures for students and staff.</p>	<p>The school leader engages students and staff members in developing expectations for learning and improved performance.</p> <p>The school leader communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p>	<p>... and</p> <p>The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>The school leader empowers staff to monitor their own performance and exceed school-wide expectations.</p>

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<p>in order to protect school personnel's work and learning and optimize productivity and student learning.</p> <p>FELS Standards: 1a, 3b, 3c, 3f, 4f, 5a, 5b, 8e</p>			<p>The school leader proactively ensures compliance with required teacher professional responsibilities.</p>	<p>The school leader encourages students to monitor their performance and strive to exceed expectations set by their teachers, parents, and themselves.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>

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<p><b>2d: Communicates Effectively and Strategically:</b></p> <p>The school leader utilizes and coaches others in best practices through various forms of formal and informal communication with all staff and stakeholders, including effective relationships with district leaders and governing board that improves the quality and efficiency of operations and management, informs the school community of laws and regulations, ensures a positive school climate, and communicates outcomes.</p> <p>FELS Standards: 3d, 3e, 3g, 3h, 4f, 8b, 8c, 8e</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to develop a coherent plan to effectively communicate with all staff and stakeholders.</p>	<p>The school leader defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.</p> <p>The school leader inconsistently implements processes to resolve problems and/or areas of conflict within the school.</p> <p>The school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.</p>	<p>The school leader designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>The school leader provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p> <p>The school leader consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>The school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p>	<p>... and</p> <p>The school leader provides conflict management and relationship building training for students, staff, and other stakeholders.</p> <p>The school leader empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school climate.</p> <p>The school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms.</p>
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			The school leader implements and reviews solutions that address discordant issues.	
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>2e: Ensures School Safety and IT Security:</b></p> <p>The school leader promotes school safety and security by informing all stakeholders of laws and best practices while ensuring the implementation and successful completion of organizational mandated safety and IT security trainings, complying with 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., and continuously evaluating specific school safety concerns.</p> <p>FELS Standards: 3f, 3i, 3j, 3k, 5a</p>	The school leader fails to satisfy the component as defined.	The school leader lacks a process for implementing and complying with the mandated trainings & procedures.	<p>The school leader reviews, analyzes, and adjusts school safety and IT security plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>The school leader communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<p>... and</p> <p>The school leader maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>(FT only) The school leader incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.)</p>

**Domain 3: Leadership for Learning**

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School leaders ensure that a standards aligned system is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><b>3a: Leads School Improvement Initiatives:</b></p> <p>The school leader collaborates with district personnel to develop, implement, monitor, and evaluate school improvement goals that provide the structure for the organizational vision, and changes necessary for improved student achievement and student engagement.</p> <p>FELS Standards: 2b, 2d, 2e, 3l, 4c, 4d, 4f, 6i</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to develop school improvement goals that provide the structure for the organizational vision and changes necessary for improved student achievement.</p>	<p>The school leader develops school improvement goals; however, the goals lack clear and consistent processes and systems to improve student achievement.</p>	<p>The school leader develops school improvement goals, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> <li>• Monitor and evaluate progress toward achieving school improvement goals and student outcomes.</li> <li>• Revise school improvement goals and outcomes based on data analysis.</li> </ul>	<p>... and</p> <p>The school leader incorporates principles of continuous improvement, which positively impacts the school’s culture and exceeds expectations of student achievement.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><b>3b: Aligns Curricula, Instruction, and Assessments:</b></p> <p>The school leader ensures that the adopted curricula, instructional practices, and associated</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to monitor that the organization’s curricula are being implemented.</p>	<p>The school leader inconsistently monitors that the organization’s curricula are implemented with fidelity throughout the school.</p>	<p>The school leader consistently ensures that the organization’s curricula are implemented with fidelity throughout the school.</p> <p>The school</p>	<p>... and</p> <p>The school leader engages staff to assess curricula for strengths and weaknesses.</p> <p>The school leader reports data and recommendations</p>

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<p>assessments are implemented within the state approved curriculum standards. Data is used to drive refinements to the system.</p> <p>FELS Standards: 4b, 4d</p>	<p>The school leader fails to engage staff in curricula planning and instruction.</p>	<p>The school leader inconsistently engages staff in curricula planning and instruction.</p>	<p>leader aligns curricula with assessments and instructional material.</p> <p>The school leader engages staff in curricula planning and instruction based upon state standards and course assessments (where applicable).</p>	<p>to curriculum (digital publishing) team for refinement of the organization’s curricula.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>3c: Implements High Quality Instruction:</b></p> <p>The school leader monitors the progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness based on the Florida Educator Accomplished Practices in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished Practices in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul>	<p>The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul> <p>The school leader inconsistently participates in ongoing</p>	<p>The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom Environment.</li> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul> <p>The school leader participates in professional development</p>	<p>...and</p> <p>The school leader collaboratively works with staff members to:</p> <ul style="list-style-type: none"> <li>• Identify professional development needs based upon observation data.</li> <li>• Plan short and long-term professional development activities to address identified needs based upon observation data.</li> <li>• Monitor performance</li> </ul>

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FELS Standards: 4g, 5c, 6b, 6c, 6d, 6e		professional development activities to better monitor and coach the use of effective instructional and assessment practices.	activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.	following professional development to ensure the application of lessons learned.
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>3d: Sets High Expectations for All Students:</b></p> <p>The school leader holds self and all staff accountable for setting and achieving rigorous performance goals for the academic growth and well-being of all students, while ensuring effective progress monitoring of those goals is occurring.</p> <p>FELS Standards: 4a, 4e, 8b</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to hold all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>The school leader inconsistently holds all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>The school leader articulates a belief in high measurable goals for all students and staff.</p> <p>The school leader leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p>	<p>... and</p> <p>The school leader models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students.</p>
<p><b>Domain 4: Professional and Community Leadership</b></p> <p>School leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.</p>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement:</b></p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to design structures and</p>	<p>The school leader's efforts for community outreach do not result in meaningful support for teaching and</p>	<p>The school leader creates systems and engages parents/ guardians and all community stakeholders in a shared responsibility for</p>	<p>... and</p> <p>The school leader collaboratively works to establish a culture that encourages and welcomes families</p>

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<p>The school leader identifies barriers to student academic achievement and supports the implementation of processes that positively impact the academic success of all students, resulting from parental involvement, cultural connections, social support, and engagement among the community.</p> <p>FELS Standards: 1c, 8a, 8b, 8e</p>	<p>processes, which result in a lack of parent involvement and community engagement.</p>	<p>learning.</p> <p>The school leader unilaterally designs structures and processes that result in limited involvement of parents and other stakeholders.</p>	<p>student and school success reflecting the community’s vision of the school.</p> <p>The school leader collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<p>and community members and seeks ways in which to engage them in student learning.</p>
<p style="text-align: center;"><b>Component</b></p>	<p style="text-align: center;"><b>Unsatisfactory</b></p>	<p style="text-align: center;"><b>Needs Improvement</b></p>	<p style="text-align: center;"><b>Effective</b></p>	<p style="text-align: center;"><b>Highly Effective</b></p>
<p><b>4b: Shows Professionalism:</b></p> <p>By providing leadership that is consistent with the principles of individual freedom outlined in the Florida Statutes, the school leader operates in a fair and ethical manner with personal and professional integrity acknowledging that all persons are equal before the law and have inalienable rights. The school leader</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to display honesty in interactions with students, staff, and stakeholders.</p> <p>The school leader fails to recognize student needs and contributes to school practices that result in some students being ill served.</p>	<p>The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are inconsistent.</p>	<p>The school leader adheres to, articulates, and demonstrates a personal and professional code of ethics (i.e., Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.)</p> <p>The school leader displays</p>	<p>... and</p> <p>The school leader holds the highest standards of honesty, integrity, and confidentiality.</p> <p>The school leader proactively serves students, seeking out resources when needed.</p> <p>The school leader makes a concerted effort to challenge negative attitudes</p>

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<p>follows the FLDOE Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare and the rights of students and parents as outlined in the Florida Statutes and Florida Virtual School board policies.</p> <p>FELS Standards: 1a, 1b, 1d, 3h, 6h, 6i, 8b, 8e</p>			<p>high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>The school leader actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<p>or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>4c: Supports Professional Growth:</b></p> <p>The school leader supports continuous professional growth of self and others through practice and inquiry, maintaining a full staff and building capacity of others and developing future leaders. The school leader identifies areas of improvement within the school, develops and executes a school-</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.</p>	<p>The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and assessment needs.</p>	<p>The school leader targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>The school leader plans and routinely participates in professional development focused on</p>	<p>...and</p> <p>The school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional development needs of individual staff members and self.</p> <p>The school leader plans, develops, leads, and/or initiates additional</p>

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<p>wide professional learning plan to address needs aligned to the Florida Professional Learning Standards, monitors and evaluates implementation of learning, and provides necessary feedback.</p> <p>FELS Standards: 1d, 5c, 6b, 6d, 6e, 6f, 6g, 6i, 7b, 7d</p>			<p>improving instructional programs, practices, and self.</p>	<p>professional growth opportunities.</p>
<p align="center"><b>Component</b></p>	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Needs Improvement</b></p>	<p align="center"><b>Effective</b></p>	<p align="center"><b>Highly Effective</b></p>
<p><b>4d: Meaningful Accessibility for All Community Stakeholders:</b></p> <p>The school leader promotes the success of all students by understanding the profile of the community served, specifically within larger social, economic, and cultural contexts, while proactively creating an environment of high visibility and accessibility to</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to demonstrate a value for and understanding of each student’s community regarding its social, cultural, and intellectual context by not engaging in relationships with students, parents, and other stakeholders (such as school counselors and administrators) to promote student success.</p>	<p>The school leader inconsistently demonstrates a value for and understanding of each student’s community regarding its social, cultural, and intellectual context by erratically engaging in relationships with students, parents, and other stakeholders (such as school counselors and administrators) to promote student success.</p> <p>The school leader is not easily accessible and available to engage</p>	<p>The school leader demonstrates a value for and understanding of each student’s community in regard to its social, cultural, and intellectual context by engaging in relationships with students, parents, and other stakeholders (such as school counselors and administrators) to promote the success of all students.</p> <p>The school leader is easily accessible and available to engage in meaningful</p>	<p>...and</p> <p>The school leader is proactive in engaging with stakeholders to promote the academic success of all students and employ the resources available within their immediate community.</p>

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<p>purposely engage and build relationships with families and communities, in supporting both student and school learning goals.</p> <p>FELS Standards: 3g, 8a, 8c, 8e</p>	<p>The school leader fails to demonstrate accessibility and engagement in meaningful dialogue with all stakeholders to support student learning goals.</p>	<p>in meaningful dialogue with all stakeholders to support student learning goals.</p>	<p>dialogue with all stakeholders to support student learning goals.</p>	
<p style="text-align: center;"><b>Component</b></p>	<p style="text-align: center;"><b>Unsatisfactory</b></p>	<p style="text-align: center;"><b>Needs Improvement</b></p>	<p style="text-align: center;"><b>Effective</b></p>	<p style="text-align: center;"><b>Highly Effective</b></p>
<p><b>4e: Successful Employee Development</b> :</p> <p>The school leader will partner with various stakeholders to create purposeful employee growth and succession plans designed to promote employee retention, foster purposeful new hire induction programs, mentorship opportunities, as well as assist in the development of a strong</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to cultivate productive working relationships among school leaders and other personnel to develop professional capacity, improve instructional practice, and promote employee retention.</p> <p>The school leader fails to demonstrate a commitment to the development of current and potential school leaders by creating purposeful employee growth</p>	<p>The school leader inconsistently cultivates productive working relationships among school leaders and other personnel to develop professional capacity, improve instructional practice, and promote employee retention.</p> <p>The school leader inconsistently demonstrates a commitment to the development of current and potential school leaders by creating purposeful employee growth plans that allow for the delegation of tasks, as appropriate, to</p>	<p>The school leader cultivates productive working relationships among school leaders and other personnel to develop professional capacity, improve instructional practice, and promote employee retention.</p> <p>The school leader demonstrates a commitment to the development of current and potential school leaders by creating purposeful employee growth plans that allow for the delegation of tasks, as appropriate, to support the academic success of</p>	<p>...and</p> <p>The school leader proactively seeks input from staff regarding their learning needs and professional goals and initiates conversations with other school personnel to ensure that opportunities are provided to equip the specific learning needs and goals of all staff.</p>

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<p>leadership pipeline.</p> <p>FELS Standards: 7a,7b,7c,7d</p>	<p>plans that allow for the delegation of tasks, as appropriate, to support the academic success of students and the professional growth needs of personnel.</p> <p>The school leader fails to plan for staff turnover and does not foster purposeful new hire induction programs, including the mentoring of school personnel.</p>	<p>support the academic success of students and the professional growth needs of personnel.</p> <p>The school leader inconsistently plans for staff turnover and fosters purposeful new hire induction programs, including the mentoring of school personnel.</p>	<p>students and the professional growth needs of personnel.</p> <p>The school leader plans for staff turnover and fosters purposeful new hire induction programs, including the mentoring of school personnel.</p>	
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**24-25 Assistant Principal Rubric**

<p align="center"><b>FLVS Assistant Principal Evaluation Rubric</b></p> <p align="center">*Adapted and used with permission from the Pennsylvania Department of Education</p>				
<p><b>Domain 1: Strategic/Cultural Leadership</b></p> <p>School leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school’s culture that involves students, families, and staff.</p>				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><b>1a: Creates an Organizational Vision, Mission, and Strategic Goals:</b></p> <p>The school leader assists and supports with strategic planning and creating a vision, mission, and goals around</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to develop a vision, mission, or strategic goals.</p> <p>The school leader fails to demonstrate the</p>	<p>The school leader develops a vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of student performance, with limited evidence of stakeholder involvement.</p>	<p>The school leader implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p>	<p>... and</p> <p>The school leader designs, initiates, and implements collaborative processes to collect and analyze data about progress for the periodic review and revision of the</p>

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<p>personalized student success that are aligned to organizational goals, State Board of Education priorities, and current educational policies.</p> <p>FELS Standards: 2a, 2b, 2c, 2e, 4d</p>	<p>involvement of staff and stakeholders in a strategic process that leads to the development of a vision, mission, and goals.</p>		<p>The school leader maintains a focus on the vision and strategic goals throughout the school year.</p> <p>The school leader ensures that staff incorporates the vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<p>vision, mission, and strategic goals.</p> <p>The school leader systematically ensures that the vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.</p>
<p style="text-align: center;"><b>Component</b></p>	<p style="text-align: center;"><b>Unsatisfactory</b></p>	<p style="text-align: center;"><b>Needs Improvement</b></p>	<p style="text-align: center;"><b>Effective</b></p>	<p style="text-align: center;"><b>Highly Effective</b></p>
<p><b><i>1b: Uses Data for Informed Decision Making:</i></b></p> <p>The school leader collaborates in the collection, analysis, and utilization of multiple data sources to drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students and closing the</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to demonstrate the ability to analyze or use data to drive effective decision-making.</p>	<p>The school leader infrequently uses data and assessments to monitor progress.</p> <p>The school leader exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>The school leader collects, analyzes, monitors, and uses data systematically regarding the school’s progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>The school leader develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>... and</p> <p>The school leader activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes.</p> <p>The school leader listens, evaluates, and considers staff and other stakeholders’ input regarding recommended activities and initiatives.</p>

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achievement gap.  FELS Standards: 2b, 2c, 4d, 4e, 5d				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>1c: Builds a Collaborative and Empowering Work Environment:</b></p> <p>The school leader collaborates with school principal to develop, support, and model a culture of collaboration, distributive leadership, and the 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. The school leader empowers staff in the development and successful implementation of initiatives that better serve</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to demonstrate the involvement of staff and stakeholders in discussions and decisions regarding school issues.</p>	<p>The school leader frequently makes unilateral decisions (uses distributive leadership infrequently).</p> <p>The school leader inconsistently includes stakeholders in the decision-making processes.</p> <p>The school leader articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.</p>	<p>The school leader creates a collaborative work environment predicated upon cooperation among and between stakeholders.</p> <p>The school leader consistently engages in shared decision-making and distributive leadership.</p> <p>The school leader actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<p>... and</p> <p>The school leader empowers staff and other stakeholders to assume responsibility for making decisions regarding the school culture and student achievement.</p> <p>The school leader establishes an environment where staff and other stakeholders:</p> <ul style="list-style-type: none"> <li>-Select and implement effective improvement strategies.</li> <li>-Assess and monitor progress towards achieving the vision, mission, and strategic</li> </ul>

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students, staff, and the school.  FELS Standards: 2c, 2e, 6c, 6d, 6h, 8b				goals.  -Lead planning and monitoring efforts.
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>1d: Leads Change Efforts for Continuous Improvement:</b></p> <p>The school leader assists and supports the development and implementation of systems to achieve the vision and mission of the school, reflecting and adjusting when applicable.</p> <p>FELS Standards: 1c, 2d</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to identify the importance of the change process with no provision for positively impacting the culture and performance of the school.</p>	<p>The school leader articulates the importance of the change process; however, when change occurs, it is only through random processes.</p>	<p>The school leader implements a change process to ensure continuous school improvement.</p>	<p>... and</p> <p>The school leader drives major initiatives that help students be successful.</p> <p>The school leader systematically examines the status quo, identifies beneficial changes, and leads the change process to successful completion.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>1e: Celebrates Accomplishments and Acknowledges Failures:</b></p> <p>The school leader recognizes parents, students, and other stakeholders for their contribution and engagement to the school</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The school leader inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The school leader recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>The school leader utilizes failure as an opportunity to improve school</p>	<p>... and</p> <p>The school leader utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school.</p>

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<p>vision and mission that enhances the school community by utilizing lessons from accomplishments and failures to positively impact the culture and performance of the school.</p> <p>FELS Standards: 2e, 8d</p>			<p>culture and student performance.</p>	
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**Domain 2: Systems Leadership**

School leaders ensure that there are processes and systems in place for resource allocation, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the school. They must manage efficiently, effectively and safely to foster student achievement.

<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>2a: Leverages Human and School Resources:</b></p> <p>The school leader collaborates with the principal to manage the school's fiscal resources in a responsible and ethical manner to better serve the needs of all students, staff, and the school.</p> <p>FELS Standards: 3a, 4c, 4d, 6h</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to systematically allocate available resources that support the vision, mission, and strategic goals of the school.</p>	<p>The school leader utilizes systems for allocating available resources that are not transparent.</p>	<p>The school leader designs transparent systems to equitably manage available resources.</p> <p>The school leader ensures the strategic allocation use of available resources to meet instructional goals and support teacher needs.</p>	<p>... and</p> <p>The school leader integrates school resources to maximize the efficiency of school operations.</p> <p>The school leader uses data and feedback to assess the success of program decisions.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>2b: Ensures a High</b></p>	<p>The school leader</p>	<p>The school</p>	<p>The school leader</p>	<p>... and</p>

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<p><b>Quality, High Performing Staff:</b></p> <p>The school leader collaborates with the principal to establish supports and effectively manages processes and systems which ensures high quality and high performing staff in order to optimize productivity, literacy achievement and student learning in accordance with Florida state law. The school leader works with the principal to develop a variety of future leaders while planning for and providing opportunities for mentoring new personnel.</p> <p>FELS Standards: 2e, 3b, 3c, 6a, 6h, 7b, 7d</p>	<p>fails to satisfy the component as defined.</p> <p>The school leader fails to maintain a high performing staff, which is focused on improving student achievement.</p> <p>The school leader fails to address ineffective teaching and staff performance.</p> <p>The school leader fails to provide induction support to all new staff.</p> <p>The school leader fails to select and retain highly qualified personnel.</p>	<p>leader inconsistently supervises and evaluates staff.</p> <p>The school leader provides limited support to all new personnel.</p> <p>The school leader inconsistently selects and retains highly qualified personnel.</p>	<p>supervises and evaluates all staff in a fair manner following organizational procedures and uses the results to improve performance.</p> <p>The school leader recruits and retains high quality staff that meets the needs of all students.</p> <p>The school leader participates with appropriate personnel to select highly qualified staff.</p> <p>The school leader complies with and supports the induction processes to support all new personnel.</p> <p>The school leader maintains a high performing staff, which is focused on improving student achievement.</p>	<p>The school leader proactively recommends decisions regarding hiring, transfers, retention, and dismissal.</p> <p>The school leader proactively recognizes quality teaching and establishes it as an example of expected performance.</p> <p>The school leader ties human resources decisions to achieving the vision and goals of the school.</p> <p>The school leader proactively creates additional induction opportunities to support all new personnel.</p>
<p align="center"><b>Component</b></p>	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Needs Improvement</b></p>	<p align="center"><b>Effective</b></p>	<p align="center"><b>Highly Effective</b></p>
<p><b>2c: Establishes and Implements Expectations for Students and</b></p>	<p>The school leader fails to satisfy the component as</p>	<p>The school leader utilizes only school rules and</p>	<p>The school leader engages students and</p>	<p>... and The school leader creates and revises</p>

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<p><b>Staff:</b></p> <p>The school leader is accountable for establishing and implementing clear expectations, structures, rules, and accountability procedures for students and staff in a positive, fair, and unbiased manner according to Florida state law in order to protect school personnel's work and learning and optimize productivity and student learning.</p> <p>FELS Standards: 1a, 3b, 3c, 4f, 5a, 5b, 8e</p>	<p>defined.</p> <p>The school leader fails to establish clear expectations, structures, rules, and procedures for students and staff.</p>	<p>procedures required by organizational administration and/or school policy.</p> <p>The school leader inconsistently communicates and enforces expectations, rules, and procedures for students and staff.</p>	<p>staff members in developing expectations for learning and improved performance.</p> <p>The school leader communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p> <p>The school leader proactively ensures compliance with required teacher professional responsibilities.</p>	<p>rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>The school leader empowers staff to monitor their own performance and exceed school-wide expectations.</p> <p>The school leader encourages students to monitor their performance and strive to exceed expectations set by their teachers, parents and themselves.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>

**School Administrator Evaluation System**

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<p><b>2d: Communicates Effectively and Strategically:</b></p> <p>The school leader collaborates to strategically design and utilize various forms of formal and informal communication with all staff and stakeholders, including effective relationships with district leaders and governing board that improves the quality and efficiency of operations and management, ensures a positive school climate, and communicates outcomes with school leaders.</p> <p>FELS Standards: 3d, 3e, 3g, 3h, 4f, 8b, 8c, 8e</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to develop a coherent plan to effectively communicate with all staff and stakeholders.</p>	<p>The school leader defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.</p> <p>The school leader inconsistently implements processes to resolve problems and/or areas of conflict within the school.</p> <p>The school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.</p>	<p>The school leader designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>The school leader provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p> <p>The school leader consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>The school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p>	<p>... and</p> <p>The school leader provides conflict management and relationship building training for students, staff, and other stakeholders.</p> <p>The school leader empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school climate.</p> <p>The school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms</p>
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**School Administrator Evaluation System**

			The school leader implements and reviews solutions that address discordant issues.	
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>2e: Ensures School Safety and IT Security:</b></p> <p>The school leader collaborates with the principal to promote school safety and security by informing all stakeholders of laws and best practices while ensuring the implementation and successful completion of organizational mandated safety and IT security trainings, complying with 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., and continuously evaluating specific school safety concerns.</p> <p>FELS Standards: 3f, 3i, 3j, 3k, 5a</p>	The school leader fails to satisfy the component as defined.	The school leader lacks a process for implementing and complying with the mandated trainings & procedures.	<p>The school leader reviews, analyzes and adjusts school safety and IT security plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>The school leader communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<p>... and</p> <p>The school leader maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>(FT only) The school leader incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.)</p>

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<p><b>Domain 3: Leadership for Learning</b>                  School leaders ensure that a standards aligned system is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.</p>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>3a: Leads School Improvement Initiatives:</b></p> <p>The school leader collaborates with the school principal to develop, implement, monitor, and evaluate school improvement goals that provide the structure for the organizational vision, and changes necessary for improved student achievement and student engagement.</p> <p>FELS Standards: 2b, 2d, 2e, 3l, 4c, 4d, 4f, 6i</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to develop school improvement goals that provide the structure for the organizational vision and changes necessary for improved student achievement.</p>	<p>The school leader develops school improvement goals; however, the goals lack clear and consistent processes and systems to improve student achievement.</p>	<p>The school leader develops school improvement goals, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> <li>• Monitor and evaluate progress toward achieving school improvement goals and student outcomes.</li> <li>• Revise school improvement goals and outcomes based on data analysis.</li> </ul>	<p>... and</p> <p>The school leader incorporates principles of continuous improvement, which positively impacts the school’s culture and exceeds expectations of student achievement.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>3b: Aligns Curricula, Instruction, and Assessments:</b></p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader</p>	<p>The school leader inconsistently monitors that the organization’s curricula are implemented with</p>	<p>The school leader consistently ensures that the organization’s curricula are implemented with</p>	<p>... and</p> <p>The school leader engages staff to assess curricula for strengths and</p>

**School Administrator Evaluation System**

<p>The school leader monitors and ensures that the adopted curricula, instructional practices, and associated assessments are implemented within the state approved curriculum standards, the district’s adopted curricula, and K12 reading plan. Data is used to drive refinements to the system.</p> <p>FELS Standards: 4b, 4d</p>	<p>fails to monitor that the organization’s curricula are being implemented.</p> <p>The school leader fails to engage staff in curricula planning and instruction.</p>	<p>fidelity throughout the school.</p> <p>The school leader inconsistently engages staff in curricula planning and instruction.</p>	<p>fidelity throughout the school.</p> <p>The school leader aligns curricula with assessments and instructional material.</p> <p>The school leader engages staff in curricula planning and instruction based upon state standards and course assessments (where applicable).</p>	<p>weaknesses.</p> <p>The school leader reports data and recommendations to curriculum (digital publishing) team for refinement of the organization’s curricula.</p>
<p style="text-align: center;"><b>Component</b></p>	<p style="text-align: center;"><b>Unsatisfactory</b></p>	<p style="text-align: center;"><b>Needs Improvement</b></p>	<p style="text-align: center;"><b>Effective</b></p>	<p style="text-align: center;"><b>Highly Effective</b></p>
<p><b>3c: Implements High Quality Instruction:</b></p> <p>The school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness based on the Florida Educator Accomplished Practices as</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished Practices in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom</li> </ul>	<p>The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom</li> </ul>	<p>The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation.</li> <li>• Classroom</li> </ul>	<p>...and</p> <p>The school leader collaboratively works with staff members to:</p> <ul style="list-style-type: none"> <li>• Identify professional development needs based upon observation data.</li> <li>• Plan short and long-term professional</li> </ul>

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<p>described in Rule 6A-5.065, F.A.C in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.</p> <p>FELS Standards: 4g, 5c, 6b, 6c, 6d, 6e</p>	<p>Environment.</p> <ul style="list-style-type: none"> <li>• Instruction.</li> </ul> <p>Professional Responsibilities.</p>	<p>Environment.</p> <ul style="list-style-type: none"> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul> <p>The school leader inconsistently participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.</p>	<p>Environment.</p> <ul style="list-style-type: none"> <li>• Instruction.</li> <li>• Professional Responsibilities.</li> </ul> <p>The school leader participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<p>development activities to address identified needs based upon observation data.</p> <p>Monitor performance following professional development to ensure the application of lessons learned.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b><i>3d: Sets High Expectations for All Students:</i></b></p> <p>The school leader holds self and all staff accountable for setting and achieving rigorous performance goals for all students while assisting with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students.</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to hold all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>The school leader inconsistently holds all staff accountable for setting and achieving rigorous performance goals for all students.</p>	<p>The school leader articulates a belief in high measurable goals for all students and staff.</p> <p>The school leader leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p>	<p>... and</p> <p>The school leader models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students.</p>

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FELS Standards: 4a, 4e, 8b				
<p><b>Domain 4: Professional and Community Leadership</b>                  School leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.</p>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement:</b></p> <p>The school leader identifies barriers to student academic achievement and supports the implementation of processes that positively impact the academic success of all students, resulting from parental involvement, cultural connections, social support, and engagement among the community.</p> <p>FELS Standards: 1c, 8a, 8b, 8e</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to design structures and processes, which result in a lack of parent involvement and community engagement.</p>	<p>The school leader’s efforts for community outreach do not result in meaningful support for teaching and learning.</p> <p>The school leader unilaterally designs structures and processes that result in limited involvement of parents and other stakeholders.</p>	<p>The school leader creates systems and engages parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.</p> <p>The school leader collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<p>... and</p> <p>The school leader collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>4b: Shows professionalism:</b></p>	<p>The school leader fails to satisfy the</p>	<p>The school leader interacts honestly</p>	<p>The school leader adheres</p>	<p>... and</p> <p>The school</p>

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<p>By providing leadership that is consistent with the principles of individual freedom outlined in the Florida Statutes, the school leader operates in a fair and ethical manner with personal and professional integrity acknowledging that all persons are equal before the law and have inalienable rights. The school leader follows the FLDOE Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare and the rights of students and parents as outlined in the Florida Statutes and Florida Virtual School board policies.</p> <p>FELS Standards: 1a, 1b, 1d, 3h, 6h, 6i, 8b, 8e</p>	<p>component as defined.</p> <p>The school leader fails to display honesty in interactions with students, staff, and stakeholders.</p> <p>The school leader fails to recognize student needs and contributes to school practices that result in some students being ill served.</p>	<p>with students, staff, and stakeholders, but attempts to serve students are inconsistent.</p>	<p>to, articulates, and demonstrates a personal and professional code of ethics (i.e. Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.)</p> <p>The school leader displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>The school leader actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<p>leader holds the highest standards of honesty, integrity, and confidentiality.</p> <p>The school leader proactively serves students, seeking out resources when needed.</p> <p>The school leader makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4c: Supports Professional Growth:</b>	The school leader fails to satisfy the component as	The school leader implements professional	The school leader targets professional	...and The school leader ensures that

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<p>The school leader supports continuous professional growth of self and others through practice and inquiry, maintaining a full staff and building capacity of others and developing future leaders. The school leader identifies areas of improvement within the school, develops and executes a school-wide professional learning plan to address needs aligned to the Florida Professional Learning Standards, monitors and evaluates implementation of learning, and provides necessary feedback.</p> <p>FELS Standards: 1d, 5c, 6b, 6d, 6e, 6f, 6g, 6i, 7b, 7d</p>	<p>defined.</p> <p>The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.</p>	<p>development inconsistently which is not aligned with curricular, instructional, and assessment needs.</p>	<p>development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>The school leader plans and routinely participates in professional development focused on improving instructional programs, practices, and self.</p>	<p>professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional development needs of individual staff members and self.</p> <p>The school leader plans, develops, leads, and/or initiates additional professional growth opportunities.</p>
<p style="text-align: center;"><b>Component</b></p>	<p style="text-align: center;"><b>Unsatisfactory</b></p>	<p style="text-align: center;"><b>Needs Improvement</b></p>	<p style="text-align: center;"><b>Effective</b></p>	<p style="text-align: center;"><b>Highly Effective</b></p>
<p><b>4d: Meaningful Accessibility for All Community Stakeholders:</b></p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to</p>	<p>The school leader inconsistently demonstrates a value for and understanding of each student’s community</p>	<p>The school leader demonstrates a value for and understanding of each student’s community in regard to its social,</p>	<p>...and</p> <p>The school leader is proactive in engaging with stakeholders to promote the</p>

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<p>The school leader promotes the success of all students by understanding the profile of the community served, specifically within larger social, economic, and cultural contexts, while proactively creating an environment of high visibility and accessibility to purposely engage and build relationships with families and communities, in supporting both student and school learning goals.</p> <p>FELS Standards: 3g, 8a, 8c, 8e</p>	<p>demonstrate a value for and understanding of each student’s community regarding its social, cultural, and intellectual context by not engaging in relationships with students, parents, and other stakeholders (such as school counselors and administrators) to promote student success.</p> <p>The school leader fails to demonstrate accessibility and engagement in meaningful dialogue with all stakeholders to support student learning goals.</p>	<p>regarding its social, cultural, and intellectual context by erratically engaging in relationships with students, parents, and other stakeholders (such as school counselors and administrators) to promote student success.</p> <p>The school leader is not easily accessible and available to engage in meaningful dialogue with all stakeholders to support student learning goals.</p>	<p>cultural, and intellectual context by engaging in relationships with students, parents, and other stakeholders (such as school counselors and administrators) to promote the success of all students.</p> <p>The school leader is easily accessible and available to engage in meaningful dialogue with all stakeholders to support student learning goals.</p>	<p>academic success of all students and employ the resources available within their immediate community.</p>
<p align="center"><b>Component</b></p>	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Needs Improvement</b></p>	<p align="center"><b>Effective</b></p>	<p align="center"><b>Highly Effective</b></p>
<p><b>4e: Successful Employee Development</b> :</p> <p>The school</p>	<p>The school leader fails to satisfy the component as defined.</p>	<p>The school leader inconsistently cultivates productive working relationships among school</p>	<p>The school leader cultivates productive working relationships among school leaders and other</p>	<p>...and</p> <p>The school leader proactively seeks input from staff regarding their</p>

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<p>leader collaborates with the school principal to create purposeful employee growth and succession plans designed to promote employee retention, foster purposeful new hire induction programs, mentorship opportunities , as well as assist in the development of a strong leadership pipeline.</p> <p>FELS Standards: 7a,7b,7c,7d</p>	<p>The school leader fails to cultivate productive working relationships among school leaders and other personnel to develop professional capacity, improve instructional practice, and promote employee retention.</p> <p>The school leader fails to demonstrate a commitment to the development of current and potential school leaders by collaborating with the school principal in creating purposeful employee growth plans that develop the capacity of a variety of teacher leaders that support the academic success of students and the professional growth needs of personnel.</p> <p>The school leader fails to plan for and provide opportunities for mentoring new personnel.</p>	<p>leaders and other personnel to develop professional capacity, improve instructional practice, and promote employee retention.</p> <p>The school leader inconsistently demonstrates a commitment to the development of current and potential school leaders by collaborating with the school principal in creating purposeful employee growth plans that develop the capacity of a variety of teacher leaders that support the academic success of students and the professional growth needs of personnel.</p> <p>The school leader inconsistently plans for and provides opportunities for mentoring new personnel.</p>	<p>personnel to develop professional capacity, improve instructional practice, and promote employee retention.</p> <p>The school leader demonstrates a commitment to the development of current and potential school leaders by collaborating with the school principal in creating purposeful employee growth plans that develop the capacity of a variety of teacher leaders that support the academic success of students and the professional growth needs of personnel.</p> <p>The school leader plans for and provides opportunities for mentoring new personnel.</p>	<p>learning needs and professional goals and initiates conversations with other school personnel to ensure that opportunities are provided to equip the specific learning needs and goals of all staff.</p>
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## Appendix C – Student Performance Measures

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

<b>School Leaders</b>		
<b>Program</b>	<b>Performance Measure for Evaluation</b>	<b>Percentage Associated with Final Summative Evaluation</b>
FLVS Flex 6-12	Measure of student performance based on district-developed segment exams	35%
FLVS Full Time 6-12	Measure of student performance based on district-developed segment exams	35%
FlexPoint Virtual School	Measure of student performance based on district-developed segment exams	35%
FLVS Flex/FT Elementary K-5	Measure of student performance based on module exam data	35%

Performance standards are provided in the below rubrics:

Performance Rating	Performance Definition
Highly Effective	> District-defined%+ of students scoring at or above the calculated CSV cut score**
Effective	55-district defined% of students scoring at or above the CSV cut score
Needs Improvement	40-54% of students scoring at or above the CSV cut score
Unsatisfactory	Less than 40% of students scoring at or above the CSV cut score

\*\*Administrators who are assigned 70% or more of the available student CSV data will earn Highly Effective if at least 75% of the assigned students score at or above the CSV cut score.

District Performance Category	Performance Rating	Point Allocation
4	Highly Effective	35
3	Effective	26.6
2	Needs Improvement	21.35
1	Unsatisfactory	9.1

## Appendix D – Summative Evaluation Forms

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

A sample administrative summative evaluation form for both Assistant Principal and Principal is provided below. While this sample form includes all the information collected in the summative evaluation in Pathways, the actual sections of the evaluation are broken into smaller steps in the performance management system. Screenshots of the steps are also included below.

<b>FLVS Administrator Summative Evaluation Form</b>		
<b>Instructional Leadership Practice 60%</b>		
<b>Domains/Indicator</b>	<b>Rating</b> (drop down menu option: HE, E, NI, U)	<b>Comments</b> (text field for supervisor to enter comments regarding individual rating)
<b>Domain 1: Strategic/Cultural Leadership</b>		
1a: Creates an Organizational Vision, Mission, and Strategic Goals		
1b: Uses Data for Informed Decision Making		
1c: Builds a Collaborative and Empowering Work Environment		
1d: Leads Change Efforts for Continuous Improvement		
1e: Celebrates Accomplishments and Acknowledges Failures		
<b>Domain 2: Systems Leadership</b>		
2a: Leverages Human and School Resources		
2b: Ensures a High Quality, High Performing Staff		
2c: Establishes and Implements Expectations for Students and Staff		
2d: Communicates Effectively and Strategically		

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2e: Ensures School Safety and IT Security		
<b>Domain 3: Leadership for Learning</b>		
3a: Leads School Improvement Initiatives		
3b: Aligns Curricula, Instruction, and Assessments		
3c: Implements High Quality Instruction		
3d: Sets High Expectations for All Students		
<b>Domain 4: Professional and Community Leadership</b>		
4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement		
4b: Shows professionalism		
4c: Supports Professional Growth		
4d: Meaningful Accessibility for All Community Stakeholders		
4e: Successful Employee Development		
<b>Performance of Students Measure 35%</b>		
(Automatically imported into Pathways, our cloud-based performance management system)		
Rating	Points Earned	
<b>Other Indicators of Performance (Professional Development) 5%</b>		
Rating	Manager Comments	
<b>Manager Final Comments/Overall Score</b>		
Instructional Leadership Practice	Points Earned/Rating Earned	
Other Indicators of Performance (Professional Development)	Points Earned/Rating Earned	
Performance of Students Measure	Points Earned/Rating Earned	
Overall Score	Total Points Earned/ Overall Rating Earned	
Text Box for Manager Summative Evaluation Comments		

# School Administrator Evaluation System

Employee Acknowledgment	
Employee Comment Area	
Electronic Signature	Date of Acknowledgement

The screenshot shows a 'Year-End Evaluation' dashboard. At the top, there is a search icon and the title 'Year-End Evaluation'. Below this is a list of evaluation items:

- Leadership Evaluation**: This item is highlighted in green and has a 'Current Step' box next to it.
- Student Achievement Measures**: This item has a 'Weight:' label on the right side.
- Professional Development**
- Year-End Evaluation—Manager Final Comments**
- Year-End Evaluation - Employee Acknowledgement**

The screenshot shows a 'Professional Practice Evaluation - Leader Year-End' interface. At the top, there is a title '\*School Leader Leadership Observation on Tuesday, November 07 .' and an 'Unlink' button. Below the title is the text 'Employee36, Test'. On the right side, there are buttons for 'Prefill', 'Create PDF', 'Share', and 'Finalize'. Below these buttons is a navigation bar with three tabs: 'Ratings', 'Evidence Session', and 'Details'. Below the navigation bar, there are two buttons: 'Show All' and 'Show Focused'. The main content area shows a list of domains:

- Domain 1: Strategic/Cultural Leadership
- Domain 2: Systems Leadership
- Domain 3: Leadership for Learning
- Domain 4: Professional and Community Leadership